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ABSTRACT

This document provides standards of the National Association of State Directors of Teacher Education and Certification relating to the development, content, and periodic review of teacher education programs. It is also a guide for institutions planning revisions of existing programs or seeking to develop new teacher education programs. Chapter one outlines state administrative procedural standards. Chapter two presents an overview of the organization and administration of teacher education. In chapter three, curriculum principles and standards are examined, including those applicable to basic programs, and curriculum development and planning. General and specific standards are presented for all subjects taught in elementary and secondary schools in chapter four. Chapter five discusses standards that guide innovative and experimental programs. The final chapter provides guidelines for approving competency based programs. (JD)

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STANDARDS FOR STATE APPROVAL

OF

TEACHER EDUCATION

A further revision of USOE Circular No. 351, Proposed Minimum Standards for State Approval of Teacher Preparing Institutions

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NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION NASDTEC

June 1, 1981

Dr. Charles Mackey, President
National Association of State Directors
of Teacher Education and Certification
New York Department of Education
Cultural Education Center, Room 5A11
Albanay, New York 12230

Dear President Mackey:

Transmitted herewith is the 1981 edition of the Standards for State Approval of Teacher Education was prepared by the Standards Committee and adopted by the membership of the National Association of State Directors of Teacher Education and Certification at regular meetings of the Association through February, 1981. Standards in Chapters 3 and 4, which have not otherwise been revised, have been reworded for internal consistency. Other standards have been revised according to the review schedule adopted by the committee.

This action is in accordance with the resolution adopted by NASDTEC in June 1965 in New York City and the subsequent decision made in Kansas City in 1971 that the Standards should be subject to continual review and revision.

Respectfully submitted,

Evelyn DiTosto, Chairman
NASDTEC Standards Committee

FOREWORD

With this document the National Association of State Directors of Teacher Education and Certification (NASDTEC) is responding to a demonstrated need for an up-to-date, authoritative, and concise source of data relating to the development, content, and periodic review of teacher education programs. The document is the result of many years of research, study, and field tests involving learned societies, professional organizations, and practitioners at the national, state, and local levels. Users will find a number of significant changes from the 1976 Edition (Revised).

While the title of this document, STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION, suggests a major use for the publication, experience has shown that it is a valuable guide to the faculties of institutions which are planning revisions of existing programs or are seeking to develop new teacher education programs. The document has been regularly used by teacher education institutions for the preparation of self-study reports preliminary to periodic visits by the state approval agency. A basis for reciprocity in teacher certification is provided among those states which have adopted the standards contained in this document or essentially equivalent standards and this document also facilitates reciprocity in teacher certification for most states that are signatory to contracts initiated under the Interstate Certification Project (ICP).

Preparation for the 1981 Edition began concurrently with the publication of the 1976 Edition (Revised). State agency personnel and users reported omissions, and outdated material, and suggested other necessary and desirable changes. The NASDTEC Standards Committe delineated the task which confronted it and assigned certain portions to states which had the appropriate resources and expertise. State agency personnel generally convened ad hoc committees involving practitioners, curriculum personnel, higher education personnel from academic departments and schools of education, representatives of professional organizations and learned societies where available, and students for the preparation of revised and updated drafts.

Drafts were reviewed by the Standards Committee and circulated to all states for critical review. This often involved further distribution to college and university personnel, professional organizations, school district administrative and supervisory personnel, and classroom teachers. Comments and suggestions were reported to the Standards Committee. All changes were agenda items for NASDTEC Annual and Winter meetings where they were approved.

Readers are encouraged to send comments about the publication, its content, and suggestions for improvement to the Chairman, NASDTEC Standards Committee, or to the Utah State Office of Education, Staff Development Section, 250 East 500 South, Salt Lake City, Utah 84111.

Chapter I

STATE ADMINISTRATIVE PROCEDURAL STANDARDS

The procedures contained in this chapter are designed to assist state education agencies in reviewing, developing and applying standards for legal approval of programs for the education of teachers. The legal authority for approval of teacher education programs is provided to each state by specific statutes and/or by state education agency rules and regulations. Each state retains the autonomy to establish procedures for the accreditation or approval of teacher education programs in meeting the requirements of that state. The state education agency procedures for the approval of teacher education should take into account relationships with other accrediting groups.

The approved program approach to teacher education and certification in effect in most states involves (a) the development of programs of teacher education by an institution in accordance with the established standards; (b) the official review and evaluation of each of the proposed institution programs in terms of the established standards and procedures by the state education agency and the subsequent approval of programs if the standards are met; and (c) the understanding that the teacher candidate, upon successful completion of a program thus approved, as attested by the institution, will be entitled to official recognition by the state education agency.

A program of teacher education generally refers to a particular pattern of preparation for a specific professional assignment or position. Thus, there shall be distinctively different programs for such positions as teacher of English, teacher of business education, teacher of elementary school, or school social worker.

The following standards are derived from commonalities in procedures which have evolved regionally and nationally.

STANDARD I The state shall adopt explicit standards consistent with the NASDTEC standards for the accreditation or approval of teacher education programs and shall have clearly stated procedures for implementing the process.

STANDARD II Each state shall have an advisory group to provide continuous review of programs and implementation of the standards. Membership shall include professionals from all levels of education and other citizens concerned with teacher education.

STANDARD III The state officer responsible for teacher education and certification as the liaison person between the teacher education institutions and the state agency shall provide leadership and advisory and consultative services in the development and maintenance of high quality preparation programs.

STANDARD IV Decisions to approve programs shall be made in terms of adopted and published criteria. These criteria for program approval and certification standards shall be mutually supportive since reciprocity in certification among states depends largely upon agreement on standards. The NASDTEC standards contained in this document, or essentially equivalent standards, shall be officially adopted for this purpose. Equivalency of state standards with the NASDTEC will be determined by the NASDTEC Standards Committee upon the request of any state.

STANDARD V The process leading to the approval of programs shall be carried out by visiting teams appointed by the state agency. These teams shall be broadly representative of the educational community. The chairperson shall have experience and general knowledge of the NASDTEC Standards and procedures and the kinds of programs to be evaluated. The size of the teams and competencies of the members shall be based on the scope of the programs.

STANDARD VI All teacher education programs shall be visited for approval every five years or more often if deemed necessary.

STANDARD VII Each state shall develop a manual or handbook of state policies which outlines the procedures for the accreditation or approval of programs of teacher education. Such procedures shall include: the criteria or standards used by the state, instructions to visiting teams, self-evaluation forms, schedules, and an outline or example of the visiting committee report.

STANDARD VIII Each state agency shall issue lists of institutions whose programs the state has approved or accredited for teacher education. Such lists shall indicate the programs approved and the initial and expiration dates of such approval. Provisions shall be made to circulate these lists to institutions, school personnel offices, and others within the state and to exchange lists with other state education agencies.

STANDARD IX In determining whether to approve programs in areas for which no specific NASDTEC Standards exist, the state shall consider position statements and related information from professional associations in that area as well as general principles of pedagogy and curriculum. In such instances approval may be conditional pending the adoption by NASDTEC of any standards applicable to that area. In the event applicable NASDTEC Standards are adopted during the period of validity of the approval, the state may require reevaluation of the program using the new standards as approval criteria.

Chapter II

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

This chapter covers the organizational, administrative, and operational provisions to support a program in teacher education. The next two chapters deal with specific teacher education curricula. The standards on supporting non-curriculum aspects of teacher education applies alike to single and multi-purpose institutions and to institutions offering many programs.

2.1 Purposes and Objectives. Programs for the preparation of teachers are expected to operate with clearly stated purposes and objectives. A fundamental criterion of excellence is the extent of awareness on the part of all concerned of the institution's purposes and objectives, and the degree to which they are being achieved. Statements of purposes and objectives provide a guide for educational planning and operation. Likewise, they serve as referents in making decisions regarding such matters as student admissions and retention policies, curriculum, faculty, research and evaluation efforts, physical facilities and other material resources, community services, institutional organization, and the financing of the total enterprise.

STANDARD I A statement of the purposes including the scope and limitation of all teacher education programs shall be included in an institution's catalog and in other printed materials used by the institution to describe its programs. The statement shall indicate each certification program offered, the grade span for which state approval has been granted, the level at which programs are offered (basic or advanced), and the graduate programs offered for the preparation of specifically-named school services personnel.

STANDARD II Program objectives shall be based upon the institution's perception of the teacher's role in the schools. They shall be made explicit in formal statements and they shall be reflected in the actual teaching behaviors of the graduates. Objectives stated for teacher education shall be consistent with those stated for the institution as a whole. An institution shall provide clearly-defined statements of objectives in its publications.

STANDARD III Teacher preparation programs shall be designed to achieve the stated institutional purposes and educational objectives and shall reflect the judgment of: (a) members of the faculty, (b) students, (c) graduates, (d) lay citizens, (e) schools, and (f) the professional educational organizations.

2.2 Organization. Instructional programs operate effectively only when supported by a board of control and by competent administrators committed to institutional purposes. In this regard fundamental organizational considerations are responsiveness to institutional needs and evaluation of institutional effectiveness.

STANDARD I The control of the institution shall reside in a board of trustees or an otherwise designated board. The functions of the board shall be that of assuring for the institution philosophies and policies which will result in the best possible services to the students and the faculty and which will insure a sound educational program.

A. In the discharge of its functions, there shall be clear evidence in the records of the board's deliberations that it recognizes and fulfills its responsibility to teacher education.

B. Terms of office shall be arranged to provide desirable continuity within the board membership.

STANDARD II Under the direction of a president or an otherwise designated chief administrative officer, adequate provision shall be made for the performance of all administrative functions affecting teacher education by personnel competent in their respective assignments.

A. An organizational chart of the institution shall be available and evidence shall be provided to support the suitability of the organization for teacher education, the competency of the personnel, and the manner in which functions are performed.

B. Written policies shall be provided pertaining to salary schedules, rank, tenure, group insurance, sabbatical leave, sick leave, retirement allowances, funding of inservice development of faculty, and service by the faculty in professional development on a state, regional, or national basis.

C. Written information outlining applicable administrative policies shall be provided for administrators and faculty members. Such information shall include the functions of the board of control, the faculty, and the administrative staff officers with particular reference to teacher education.

STANDARD III Financial resources for the accomplishment of announced purposes must be available, and current income for both public and private institutions must be such as to enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the income available for teacher education purposes and the manner in which that income is expended.

A. The institution shall operate on a budget prepared in accordance with sound financial and educational practice and shall issue an annual financial statement giving a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.

B. The institution shall provide financial reports that clearly reveal the relative amounts as compared to other programs expended in teacher education for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt service.

C. The financial records shall be kept in such a form that the economic status of the institution may be readily determined.

STANDARD IV Institutions which offer extended services, such as summer sessions; evening and weekend programs; off-campus extension or correspondence classes; survey and consultant services, shall provide the needed resources to conduct such services. Information shall be provided indicating the administrative and operational provisions established to assure the quality of such special services. This information shall indicate the extent to which these special services complement and/or relate to the regular program.

2.3 Student Admission, Retention, Exit, and Follow-up Policies and Practices. Teacher education programs require attention to the characteristics of students admitted to a program, retained within a program, and recommended for certification. The professional studies component in teacher education calls for a high order of academic achievement and pedagogical competence. An institution determines as objectively and systematically as possible

the specific strengths and weaknesses (including personal factors related to professional competence and conduct) of its students as these relate to their admission to, retention in, and exit from a teacher preparation program.

STANDARD I Provision shall be made within the institution for orderly methods of obtaining and maintaining information relative to candidates applying for admission to teacher education.

STANDARD II Specific admissions standards and procedures shall be published (including the time and, if possible, alternative times for admission) and shall govern a student's acceptance into the institution's regular teacher preparation program. For experimental or special programs, specific admissions requirements shall be indicated in the description of these programs.

STANDARD III The institution shall have a well-defined plan for the evaluation of the performance of students enrolled in its teacher education programs. Measures of academic ability, observation by faculty (in courses, laboratories, and field experiences), and other modes of appraisal shall be utilized to assess specific strengths and weaknesses of students, their retention within the teacher education program, and their readiness to assume the professional role for which they are being prepared.

STANDARD IV An institution shall have well-defined evaluation procedures to assess the quality of its graduates when they complete pre-service programs and apply for a recommendation to become certificated. Increased human sensitivity including multi-cultural awareness, specified levels of competence in teaching skills and related knowledges, and other pre-determined qualifications must be demonstrated as a basis for an institutional recommendation for entry into the profession. Students shall be apprised of such evaluation procedures and qualifications.

STANDARD V The institution shall have a well-defined plan for the evaluation of its graduates. The information gained from this evaluation plan shall be used in upgrading the various teacher preparation programs as well as for improving the practices pertaining to admission, retention, and exit.

2.4 Student Personnel Services. Students who plan to be teachers need counseling and advising services that supplement those provided by the institution for all students. The institution utilizes all faculty involved in teacher education to provide guidance services which will assist education students in the selection of their studies and extra-curricular activities, in the analysis of causes of academic deficiency, and in the adjustment of specific problems. Staff members who advise prospective teachers are well-informed about professional organizations and community agencies as well as school problems so that students will be assured of obtaining accurate information regarding these matters. Advisors have the most current information about career options in the education professions so that the students will have this information and will be able to develop appropriate educational career goals. An accessible student record system is essential to the role of the advisor.

Student personnel services also include maintenance of effective public relations, guidance into education opportunities, follow-up services after placement, and redirection of persons unsuited for service in the teaching profession. Such services are performed by qualified persons with delegated authority and preferably with special preparation in personnel work.

STANDARD I The institution shall have a well-organized student counseling program which continues throughout the preparation program and includes an effective placement service assisting graduates in finding positions.

STANDARD II The institution shall provide students with written information describing its student personnel services and the means of availing themselves of these services.

STANDARD III The institution shall provide for the appointment of a faculty advisor for each student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.

STANDARD IV The institution shall collect and maintain current data on teacher supply and demand which shall be used by all faculty assigned to advise students preparing for teaching.

STANDARD V The institution shall maintain a system of student personnel accounting including permanent cumulative records for each student enrolled. As a part of the student record there shall be an intelligible transcript of record, including a statement of course titles, credits, or the equivalent (waivers, substitutions, etc.). The cumulative record shall also include a description of all professional laboratory experiences.

STANDARD VI The institution shall conduct periodic follow-up surveys of its graduates in teacher education in order to gather data pertaining to the effectiveness of its student personnel services. These data shall become the bases for improving those services.

2.5 Student Participation in Teacher Education Program Development and Evaluation. As members of the higher education community and prospective members of the education professions, students enrolled have the opportunity and responsibility to express their views regarding improvement of teacher education programs. Clear lines of communications are provided for student participation in program development and evaluation.

STANDARD I The institution shall provide evidence that student organizations have been involved in program development and evaluation and that joint student-faculty committees have been active in these matters.

STANDARD II The institution shall provide evidence that there are clearly established channels and frequent opportunities for all students to express their views and that their views influence the development of teacher education programs offered by the institution.

2.6 Faculty. The quality of the faculty is the most important factor in judging the effectiveness of an institution. Faculty members who instruct prospective teachers shall be competent in their fields and have frequent contacts with schools and other environments to assure currency and relevancy in their teaching and research. Appraisal of the faculty shall be made in terms of its competence to provide the program for which approval is being sought. Faculty members in subject matter fields and in professional education fields shall be competent in their assignments.

The professional education faculty consists of those members of the institution's staff who teach in the professional curriculums and all school and community personnel who direct prospective teachers in all types of activities included as a part of the professional curriculums. Faculty in subject matter fields consists of those staff members who teach courses in the various disciplines and who do not teach in the professional curriculums.

Academic preparation of faculty members should indicate, in addition to mastery of their specific disciplines, the additional goal that they have knowledge concerning human growth and development with specific emphasis on psychological aspects related to learning. Faculty members also understand the function and place of the school in society and are competent in the techniques of instruction.

STANDARD I The institution shall provide evidence that faculty members in professional education, whether working in a school or in higher education, have had specific preparation for their roles in teacher education.

STANDARD II The institution shall provide evidence that faculty members who teach courses in the various discipline areas are well informed with respect to practices concerning those disciplines in the elementary and secondary schools.

STANDARD III The institution shall provide evidence regarding faculty experience and participation in such professional activities as curriculum improvement, research, writing, and travel for educational purposes. The institution shall also provide evidence that faculty members are growing professionally through advanced study, research, and participation in activities closely related to their instructional assignments.

STANDARD IV The institution shall provide evidence that its policies of selection, retention, and promotion of personnel are effective in providing faculty members who are competent and professional.

STANDARD V The institution shall have provisions for the use of part-time or adjunct faculty as needed. Such part-time faculty shall meet all institutional criteria with respect to academic preparation, experience, and scholarly performance as have been established for appointment as full-time faculty by the institution.

STANDARD VI The institution shall provide conditions essential to the effective performance by the teacher education faculty. The total service load shall be interpreted to include not only regular instruction but also extension teaching, committee assignments, extra-curricular activities, and supervisory responsibilities in connection with thesis advisement. The total service load shall also include assignments in the program of student observation and participation; independent study; advisory and consultative services; testing, psychological, and guidance services; participation in surveys; research and writing; student advisory duties; and recruitment, selection, and admission of students.

2.6.1 Instruction. Instructional procedures incorporate a wide range of those procedures and techniques which students will be expected to use as teachers, including many varieties of large and small group work, independent study, individualized instruction, and an opportunity to demonstrate

by appropriate evaluation any learning, competence, or previous experience acquired. Students also have an opportunity to use various types of programmed instructional materials and many forms of electronic and mechanical media. The institution will be expected to furnish evidence that instruction is evaluated systematically based upon performance of its students within the institution and later as members of the education professions.

STANDARD I The institution shall provide evidence that its faculty uses a variety of instructional procedures which contribute to the student's preparation, such as class discussions, large and small group work, lectures, laboratory work, and use of teacher aides and a variety of media.

STANDARD II The institution shall collect and use information pertaining to performance of the students in teaching, their performance on standardized tests, the quality of their subsequent work in accredited graduate and professional institutions, and the degree to which the institution has attained its goals in the preparation of professional school personnel.

2.7 Facilities and Instructional Materials. The institution provides physical facilities, instructional materials and supplies, and other resourses essential for conducting teacher education programs.

STANDARD I An institution shall have a physical plant designed to serve its defined purposes for teacher education. The physical facilities shall also provide for the safety, health, cultural, social, and recreational needs of students and faculty.

STANDARD II The library, as the principal materials resource center of the institution, shall be utilized for instructional research and other services supporting the teacher education program. Administrative procedures and equipment shall conform to accepted modern practices including methods of cataloging, arrangement of print and non-print materials, availability of student and faculty stations, and accessibility of materials and facilities. The library shall be administered by a professionally trained librarian.

STANDARD III The institution shall provide laboratories and laboratory supplies and equipment needed for instructional purposes for each teacher education program offered, such as shops and shop equipment; specialized equipment for the biological, earth, and physical sciences; specialized equipment for psychological, sociological, and child development sciences; specialized furniture, equipment

and supplies for music and art; gymnasiums and outdoor areas for physical education; equipment for business education, facilities, equipment, and supplies for home economics; and demonstration farms and farm buildings for agriculture. Space and equipment shall be made available for conducting and recording experiences such as micro-teaching, role playing, and other simulated activities.

STANDARD IV Institutions shall make teaching-learning materials and equipment available to students and faculty. They shall provide technical instruction in the use of the equipment, in the production of teaching-learning materials and the use thereof, and in the classification and preservation of such materials.

STANDARD V The institution shall demonstrate its commitment to the improvement of instruction by developing and following a plan for the institutional use of educational media and technology. The teacher education curriculum and classes shall reflect the utilization of the findings of contemporary inquiries and studies related to the science and art of teaching.

STANDARD VI The institution shall maintain a materials laboratory or center either as a part of the library or as one or more separate units. It shall be open to students as a laboratory of materials of instruction and shall be directed by a faculty member well informed in the various instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; various types of teaching aids such as maps, charts, pictures, filmstrips, and recordings; various types of materials used in evaluating learning; and curriculum patterns, courses of study, and teaching units. There shall be workshop facilities for preparing new curriculum materials including access to electronic, photographic, and other equipment.

2.8 School-Institution Relationships. The institution arranges for the establishment of a laboratory center or centers or field service facility either as a part of its administration or in cooperation with nearby elementary and/or secondary schools. These may be organized for professional laboratory experiences prior to student teaching and for student teaching, internships, apprenticeships, and other supervised field experiences. Such professional laboratory facilities provide experiences based upon principles of teaching and learning, including child development, learning theory, curriculum development, and community relations. Provisions are made for using such facilities for research and experimentation by both students and faculty. Staff to direct such research is provided. Designated faculty members have as a part

of their normal load both the time and the responsibility for long term, continuing collaboration with laboratory schools, especially off-campus schools. These instructors seek to become regular contributing members of the cooperating school's professional staff. The combined professional group develops cooperative ways to contribute directly both to the improvement of the learning of children and youth and to the use of the school as a teacher education laboratory.

The nature of agreements and working relationships between schools and institutions depends in large part upon a given state's legal authorization for such agreements, statutory or other authority for student teaching as a process, as well as the legal status of the student teacher. Negotiated agreements (both voluntary and compulsory) between teacher organizations and boards of education often include provisions for professional service in directing experiences for prospective teachers, such as: (a) teacher consent, (b) pay for supervision, (c) number of student teachers, (d) qualifications of cooperating teachers, (e) inservice credit for student teacher supervision, and (f) responsibilities of cooperating teachers.

The institution works cooperatively with the school district personnel in the establishment of teacher education laboratories which are essential to the pursuit of excellence in a teacher education program. Institutions have the responsibility to provide adequate numbers of competent and properly assigned personnel so that the laboratory phase of teacher education can operate effectively. Institutions provide, as necessary the specialized preparation needed by those cooperating teachers who will supervise students engaged in the clinical component of teacher education. Institutions seek to foster an atmosphere of trust and equality among and between higher education and school district faculties as these educators participate in the development and implementation of the most important single aspect of the teacher education program.

STANDARD I Definitions and requirements affecting working relationships between the schools and the institutions shall be explicit, clear, and well publicized. Officials of both the preparing institution and the elementary and secondary schools shall be certain that all programs are operated within all existing regulations.

STANDARD II Student teaching shall be done through cooperative programs in selected schools having well-planned curriculums, needed teaching materials, and professionally educated staff members with successful teaching experience. There shall be provisions for supervision by the institutional faculty, involving both academic subject and education areas, and for special preparation of supervisors from both the school and the institution.

STANDARD III Institutions shall make arrangements with school systems which include mutually agreed upon: (a) activities, services, and compensation; (b) roles and responsibilities; (c) provisions for solving problems and the coordination of ongoing activities; and (d) means for revision to meet changing needs and conditions.

STANDARD IV Both school and institution officials responsible for directing and coordinating the experience of prospective teachers shall enter into professional dialogue with those developing bargaining positions and seek to foster and improve teacher education through understanding and through the resolution of differences in positions.

STANDARD V In addition to those who will assume the specific instructional and supervisory role, all institutions and elementary and secondary schools engaged in providing laboratory experiences for prospective teachers shall set up properly designated and publicized channels and offices for efficient operation and communication. Each school system and institution shall have an identifiable coordinator who channels or coordinates all contacts, operations, and activities for the system or institution which pertains to laboratory experiences prior to and during the student teaching, internship, or apprenticeship program.

Chapter III

CURRICULUM PRINCIPLES AND PATTERNS: BASIC PROGRAMS

Curriculum planning and development is essential in the design of a teacher education program. This chapter sets forth basic elements in curriculum development to assure that the major components in the education of teachers--general education, professional education, and the specialization --are interrelated. Coordination of these components of the approved teacher education program is important. (Adopted June 18, 1980.)

3.1 Curriculum Development, Planning and Patterns for Teacher Education.

STANDARD I The responsibilities for curriculum development, evaluation, and revision of the total teacher education program shall be coordinated through a single unit of the preparing institution. Each individual program of specialization shall be the reponsibility of a designated unit or individual.

STANDARD II The process of curriculum development for the total teacher education program and various individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.

STANDARD III The process of curriculum planning and development shall include the development of program objectives to assure an integrated system of preparation in which each component or subparts of the program function in relation to other parts. A conceptual framework for the planning, development, and evaluation of components of the program shall be evident.

STANDARD IV The professional component of the teacher education program shall be based upon the institution's identified role expectations and desired outcomes for the preservice teacher and there shall be established a conceptual framework for achieving those expectations and outcomes.

STANDARD V The curriculum design of teacher education shall include practice and theory, and shall integrate theories of teaching and learning with the study of actual behavioral situations, both real and simulated.

STANDARD VI The curriculum in teacher education shall include supervised clinical, laboratory, and practicum experiences which shall be sequential and incremental and shall occur in a variety of settings including the areas of specialization. The nature of these experiences shall be documented.

STANDARD VII The institutions and the elementary and secondary schools shall collaboratively develop guidelines and share responsibility for the training, selection, and evaluation of cooperating teachers, and the implementation and evaluation of the clinical, laboratory, and practicum experiences within the program.

STANDARD VIII The teacher education curriculum required by the institution shall be described to faculty, students, and others involved in the program.

STANDARD IX The teacher education faculty shall model in their teaching those methods which they espouse.

STANDARD X A process of evaluation of individual programs and of the total program shall be in evidence. The process shall include provisions for a systematic analysis of students currently enrolled and of graduates to determine whether the program is accomplishing its objectives.

STANDARD XI A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

3.2 General Education. General Education is that component of a teacher education program providing the knowledge, skills, understanding and appreciations associated with a well-educated, sensitive individual. The study of the liberal arts, which embraces the humanities, fine arts, mathematics, natural and behavioral sciences, generally provides the basis for a core of knowledge. Yet, an understanding and appreciation of cultural, scientific, creative and aesthetic processes are developed through the fostering of critical and analytic approaches to knowledge. General education is not defined by subject matter alone, but rather by an attitude toward the world which emphasizes intelligent functioning as a human being.

An institution approved for the prepartion of teachers shall offer a general education program that includes the following components:

STANDARD I There shall be evidence of a process for coordinating the development of curriculum and its implementation and evaluation between those departments offering general education experiences and the teacher education faculty to assure that the goals of the general education standards for teacher education programs are achieved.

STANDARD II The general education program shall require study to develop the process skills of analysis, synthesis, and evaluation essential to understanding intellectual ideas and principles and to develop an appreciation of the arts.

STANDARD III The general education program shall require study to develop competence in written and oral communication skills.

STANDARD IV The general education program shall require study to develop an understanding of and the ability to use basic mathematical properties, processes, and symbols.

STANDARD V The general education program shall require study of the historical and cultural values, customs and social institutions, of both western and nonwestern cultures and both minority and majority cultures in our own society integrating this study where possible.

STANDARD VI The general education program shall require the study and the application of modes of inquiry and the characteristics of the disciplines in the arts, humanities, natural sciences, and the social sciences.

3.3 Professional Education. The professional sequence is made up of elements which contribute directly to the prospective teacher's skill in guiding student learning. The practices and theories of the teaching/learning process have a direct relationship to the other components of a teacher education program--general education and the area(s) of teaching specializations. Though a discrete area, professional education is based upon knowledge, attitudes, abilities, and skills developed in the study of general education and the area(s) of content specialization.

The beginning teacher shall have completed a program that provides for the development of insights into child and adolescent psychology; the teaching/learning process; the social interactive process of the classroom, school, and community; the methods and materials of instruction; and the broader problems of the profession as they relate to society and the function of the school.

STANDARD I The program shall require experiences to develop knowledge, skills, and attitudes in the prospective teacher which will enhance pupil self esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.

STANDARD II The program shall require study of general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.

STANDARD III The program shall require study of research about teacher characteristics and behaviors as they affect the learner.

STANDARD IV The program shall require study of the communication processes and skills for use between the teacher and pupil and between the teacher and others.

STANDARD V The program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.

STANDARD VI The program shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

STANDARD VII The program shall require study of methods of teaching reading in the prospective teacher's area(s) of specialization.

STANDARD VIII The program shall require study of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.

STANDARD IX The program shall require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.

STANDARD X The program shall require study of the leaders, ideas, and movements underlying the development and organization of education in the United States.

3.4 Teaching Majors: General Standards. Each institution is responsible for developing its teacher education program within the general policies relating to teacher education and certification of its respective state. All programs for preparing teaching majors in fields of specialization are to be designed to meet general standards as identified by the faculty.

Each teaching major or field of specialization is based upon a statement of the purpose and objectives of teaching in this area of the public school curriculum, and a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements are prepared by the faculty concerned with teacher education, are based on analyses of current practices and recommendations of the professional organizations representing this field of the public school curriculum, and are available in writing.

Each teaching major or field of specialization is based upon a statement of the competencies needed by teachers in this area of the public school curriculum. These competencies include the knowledge, understandings, skills, and attitudes that are required, and the degree of expertise necessary for a beginning teacher. This statement of competencies is available in writing, and is based upon the objectives and program of the public school.

Each teaching major or field of specialization is constituted of course work chosen for its relevance to the public school curriculum. The amount of work required in a teaching major or field of specialization may vary, depending on individual needs, abilities, and objectives.

STANDARD I The program of study constituting the teaching major or field of specialization shall require study of the following:

A. the aspects of the subject-matter area as included in the public school curriculum

B. the sequential nature of the knowledge and skills to be developed, so that there will be a maximum continuity in the achievement of the objectives of the program

C. The fields related to the area of study to be taught.

STANDARD II The teaching major or field of specialization shall accommodate the following criteria:

A. the teaching major or field of specialization shall include provision for a systematic program of evaluation procedures to determine the degree of the student's attainment of teaching competencies. These evaluation procedures shall serve as the basis for recommending certification.

B. the teaching major or field of specialization shall be supported by plant, facilities, equipment, library, and media resources.

C. the teaching major or field of specialization shall be provided with the time necessary to implement a planned program of courses including field and laboratory experiences, basic research, and trends and issues including curriculum improvement studies.

D. the teaching major or field of specialization shall be staffed by faculty members who are qualified by graduate training and experience in the subject matter of the particular area of the public school curriculum and who are responsive to the needs of public school teachers.

3.5 Teaching Majors: Specific Standards. The teaching major or field of specialization shall consist of a carefully planned pattern of courses and experiences designed to produce the competencies identified by the faculty as necessary for successful teaching at the particular grade levels for which the program is designed--elementary, secondary, or K-12.

3.5.1 AGRICULTURE. The following standards pertain to programs for preparing teachers of agriculture.

STANDARD I The program shall require practical farm or other agricultural experience.

STANDARD II The program shall require study of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems.

STANDARD III The program shall require study of the essentials for production agriculture and of the breadth in technical agricultural industry.

STANDARD IV The program shall require study and experiences which provide basic knowledge in areas such as the following:

A. plant science and technology

B. animal science and technology

C. agricultural business management and technology

D. agricultural mechanics science and technology

STANDARD V The program shall require specialized study in one or more of the following occupational areas:

A. agricultural production and marketing

B. agricultural equipment and supplies

C. agricultural products

D. ornamental horticulture

E. agricultural resources

F. natural resource management

G. environmental development

H. forestry

STANDARD VI The program shall require study and experience designed to develop the skills necessary for establishing agricultural youth organizations as a means of teaching leadership skills through study and practice of speech, parliamentary procedure, and group cooperative efforts.

STANDARD VII The program shall require study and experiences designed to develop the ability to use the appropriate occupational skills while working with students and adults in projects and programs relative to the agricultural instructional areas.

3.5.2 ART. The following standards pertain to programs for preparing teachers of art.

STANDARD I The program shall require study to develop knowledge, understanding, and appreciation of art in contemporary and past cultures with emphasis on the relationship of art to the culture in which it was produced and its influence on subsequent cultures.

STANDARD II The program shall require study and experiences to develop the ability to describe, analyze, interpret and evaluate works of art.

STANDARD III The program shall require study of philosophical aspects of the nature of art and of its meaning and contributions to the individual and to society.

STANDARD IV The program shall require study and experiences to develop the ability to work with students of all age groups and to assist them in acquiring the following:

A. perception - the ability to exercise and refine fundamental and discriminating sensory intake

B. knowledge and understanding - the ability to interpret information, particularly that which is manifest in art forms

C. creation - the ability to produce or create original, expressive art from a variety of media

D. reflection/action - the ability to respond to art, to enjoy it, appreciate it and to assimilate its meaning and presence into an individual life-style that complements society.

STANDARD V The program shall require study of a wide variety of art activities and of curriculum development in art education.

STANDARD VI The program shall require study of methods of organizing, planning, administering, and evaluating a program of art education.

STANDARD VII The program shall require study and experiences to develop ability as a producing artist with emphasis on basic concepts and skills related to the ability to recognize and to structure original and expressive art form in a wide variety of media.

STANDARD VIII The program shall require study of technological and safety aspects of studio work.

STANDARD IX The program shall require study and experiences in related art areas such as dance, film, music, literature, theatre, and practical arts.

3.5.3. BILINGUAL/BICULTURAL EDUCATION. The following standards pertain to programs for preparing teachers in bilingual/bicultural education.

STANDARD I The program shall require study and experiences to develop the ability to instruct students both in English and in the language of the target student population with fluency and accuracy and with good pronunciation and intonation.

STANDARD II The program shall require study of the history and culture of the target population.

STANDARD III The program shall require study and experiences designed to develop the ability to adapt materials to the needs of the bilingual/bicultural program.

STANDARD IV The program shall require study of sociology and linguistics to provide an understanding of the differences between the language systems and to provide the ability to apply this understanding to bilingual/bicultural teaching.

STANDARD V The program shall require study and experiences designed to develop the ability to relate to students, parents, and others within the target cultural group.

STANDARD VI The program shall require study of the implications of differences in dialect across cultural and social levels.

STANDARD VII The program shall require study designed to develop an understanding of the differences between the sound systems, forms, structures of the second language and English and study designed to develop the ability to apply this understanding to teaching in the bilingual/bicultural program.

3.5.4 BUSINESS EDUCATION. The following standards pertain to programs for preparing teachers of business education.

STANDARD I The program shall require study of the economic system, business organization, philosophy and objectives of vocational education and occupational technology in the United States.

STANDARD II The program shall require study and experiences designed to develop the following:

A. planning, organizing, and administering a program including work experiences

B. developing and understanding concepts of automated data processing

C. planning for laboratory facilities and equipment

D. developing a knowledge of job requirements and opportunities in business and allied fields

E. developing ability to operate and maintain the more common types of office equipment

F. planning, organizing, and advising a student organization in business.

STANDARD III The program shall require study and experiences in developing and interpreting surveys to provide opportunity for the development of skills in counseling with regard to current job related information.

STANDARD IV The program shall require work experience in one or more businesses and other occupations.

STANDARD V The program shall require study and experiences designed to develop competencies in teaching handicapped persons.

STANDARD VI The program shall require study of career opportunities in business and office occupations.

STANDARD VII The program shall require study in various occupational clusters including accounting/bookkeeping-data processing occupations with preparation in accounting/bookkeeping and data processing; clerical office occupations with training in accounting and office procedures and the development of typewriting skills; and secretarial and related occupations with development of secretarial and communication skills and preparation in accounting skills. The program shall include opportunities to develop specialized competencies in one or more of the following specialized areas with extensive preparation in at least one of these areas:

A. Business Education - Accounting/ Bookkeeping - Data Processing Occupations

(1) The program shall require study of the theories and skills of accounting/bookkeeping.

(2) The program shall require study of the techniques involved in recording, analyzing, classifying, and interpreting data.

(3) The program shall require study designed to develop the ability to analyze complicated business problems, program them, and interpret the results.

(4) The program shall require study and experiences in systems analysis.

(5) The program shall require study of the basic concepts of computer logic, programming, and storage.

(6) The program shall require study of accounting/bookkeeping and data processing and the relationships of various procedures to job opportunities in the business world.

B. Business Education - Clerical Office Occupations

(1) The program shall require study designed to develop proficiency in typewriting and related office skills.

(2) The program shall require study of office procedures and relationships of various procedures to job opportunities in the business world.

(3) The program shall require study of accounting theories and skills.

(4) The program shall require study of the techniques involved in recording, analyzing, classifying, and interpreting data.

C. Business Education - Secretarial Occupations

(1) The program shall require study designed to develop proficiency in basic secretarial and related office skills.

(2) The program shall require study of secretarial procedures and relationships of various procedures to job opportunities in the business world.

(3) The program shall require study of accounting theories and skills.

3.5.5 COACHING ATHLETICS. The following standards pertain to programs for preparing teachers to coach athletics.

STANDARD I The program shall require study of medical aspects of athletic coaching including medical responsibilities of the team physician, protective equipment and supplies, training, athlete injuries, medical and safety problems, and medical research related to athletics.

STANDARD II The program shall require study of the principles and problems of athletic coaching including educational implications of athletics, sports rules and regulations, personal relationships, organization of athletic programs, and the ethics of coaching.

STANDARD III The program shall require study and experiences in applying the theory and techniques of coaching including the teaching of fundamental sport skills and strategies, scouting opponents, conditioning for specific sports, organization and management, safety in specific sports, and evaluation.

STANDARD IV The program shall require study of the kinesiological foundations of coaching including human anatomy and the mechanics of movement.

STANDARD V The program shall require study of the physiological foundations of coaching including both human physiology and exercise physiology.

STANDARD VI The program shall require a coaching practicum.

3.5.5A DANCE. The following standards pertain to programs for preparing teachers of dance. (Adopted June 25, 1981.)

STANDARD I The program shall require study of the following:

A. various types of dance, including ballet, ballroom, ethnic, folk, jazz, and modern;

B. dance history and philosophy, including geographic and cultural influences;

C. minimum essentials of stagecraft, dance accompaniment, and music;

D. the relationship of dance to the other arts; and

E. basic dance writing and notation.

STANDARD II The program shall require experiences in the following:

A. various types of dance including ballet, ballroom, ethnic, folk, jazz, and modern;

B. performance in at least one style of dance for an audience;

C. improvisation and choreography; and

D. stage production.

STANDARD III The program shall require experiences in the directing of performing and recreational groups.

STANDARD IV The program shall require study of the structure and function of the human body.

STANDARD V The program shall require concentrated study of technique to acquire in-depth mastery of at least one style, as well as experience in performing and staging.

3.5.6 DISTRIBUTIVE EDUCATION. The following standards pertain to programs for preparing teachers of distributive education.

STANDARD I The program shall require study and experiences in purchasing, marketing, merchandising, and management.

STANDARD II The program shall require experiences designed to develop the ability:

A. to plan, develop, and administer a comprehensive program of distributive education, both high school and adult

B. to organize and utilize a wide variety of methods and techniques for teaching youth and adults

C. to conduct learning experiences for students with a broad array of abilities and career objectives; and to recognize and respond to individual differences in students.

STANDARD III The program shall require work experience in a variety of occupational areas.

STANDARD IV The program shall require experiences designed to develop a knowledge of and involvement in distributive education organizations.

3.5.7 DRAMA (THEATRE). The following standards pertain to programs for preparing teachers of drama (theatre). (Adopted 2/20/79)

STANDARD I The program shall require study of theatre as a social and aesthetic experience and as a reflection of culture including a broad view of the history of theatre and acquaintance with representative plays of past and present.

STANDARD II The program shall require study and experiences needed to direct a theatrical production with artistic integrity including selection analysis, casting, conducting rehearsals, performance supervision, and all other elements of direction.

STANDARD III The program shall require study of the basic acting skills and techniques necessary to promote, stimulate, and guide the efforts of the individual as well as the interpreting group, whether in a creative dramatic context, or a cast in a theatrical production.

STANDARD IV The program shall require study and experiences designed to develop the technical skills needed in theatrical production including effective planning and execution of scenery, lights, make-up, sound, properties, costume, and special effects.

STANDARD V The program shall require experiences designed to develop the ability to evaluate productions or activities and to modify goals and objectives.

STANDARD VI The program shall require study of the function of theatre in the school at all grade levels and the place of theatre in everyday life.

STANDARD VII The program shall require study and experiences designed to develop the skills needed to provide environments conducive to the development of creativity in the individual as well as a knowledge of potential achievements at different levels.

STANDARD VIII The program shall require study and experiences designed to develop the skills needed to organize an academic or non-academic production or program including audience services within the context of the school time, facilities, and monies, and to augment existing facilities and materials in an order of significant priority.

STANDARD IX The program shall require study and experiences designed to develop the skills needed to promote and publicize an activity or production in order to gain the attention and support of the school and community in relation ship to the development of appreciation of theatre in school and community audiences.

STANDARD X The program shall require study and experiences designed to develop the skills needed to serve as a resource person within a school system in the development of facilities, the preparation of classroom projects, assembly programs, or activities in which elements of theatre are found.

STANDARD XI The program shall require study and experiences designed to develop the skills needed to assist in the organization of a comprehensive theatre and/or other fine arts curriculum including experiences in music, film, literature, art, and dance.

STANDARD XII The program shall require study and experiences designed to develop the skills needed to disseminate accurate information and be a resource for educational and vocational counseling in theatre arts and allied fields.

3.5.8 DRIVER EDUCATION. The following standards pertain to programs for preparing teachers of driver education.

STANDARD I The program shall require opportunities to experience student teaching in theory classes and behind-the-wheel situations under professional supervision.

STANDARD II The program shall require study of administrative procedures, practices, and policies required for organizing and operating a driver education program.

STANDARD III The program shall require study to develop the ability to assess current trends in driver education.

STANDARD IV The program shall require study of methods and materials in driver education.

STANDARD V The program shall require study of methods of providing students with positive attitudes toward safe driving as well as the needed skills for safe driving.

3.5.9 EARLY CHILDHOOD EDUCATION. The following standards pertain to programs for preparing teachers in early childhood education.

STANDARD I The program shall require study of growth and development of the child from birth to age eight in physical, social, emotional, and cognitive areas in order to develop the ability:

A. to identify typical and atypical behaviors

B. to prescribe and plan programs and activities

C. to evaluate, monitor, and report progress

STANDARD II The program shall require study and experiences in methods of developing in children the following:

A. positive self-concepts

B. favorable attitudes toward school and learning

C. concepts fundamental to academic success

D. initial skills in the basic process of inquiring, observing, generalizing, experimenting, discovering, classifying, verifying, and quantifying

E. skills in verbal and non-verbal communication; in the cognitive, affective, and psychomotor areas; in reading readiness; and in developmental reading

F. knowledge and understanding of the physical and natural world

G. appreciation of the aesthetic world

H. physical skill, motor coordination, and knowledge of sound health and safety practices

I. emotional control and the beginning of self-discipline and self-direction

J. social competency and understanding

STANDARD III The program shall require study and experiences in administration and organization of early childhood programs including utilization of volunteer assistants, para-professionals, and other resources.

STANDARD IV The program shall require experiences in working in a variety of early childhood programs and physical settings.

STANDARD V The program shall require study designed to develop skill in working with parents.

3.5.10 ELEMENTARY. The following standards pertain to programs preparing teachers for the elementary schools. Programs for the preparation of elementary school teachers may differ in structure and organization. Traditional academic majors in single disciplines alone are frequently too narrow to serve as a basis for the specialized preparation of elementary school teachers. The nature and amount of subject matter required by the preparing institution, in addition to the general education program provided for all students, should be determined in relationship to the grade level and/or subject field(s) for which the elementary education student is being prepared.

It is possible in a total program to provide preparation for teaching in a self-contained classroom and also to have sufficient upper-division work in one area of instruction to prepare for team teaching, departmentalization, or other arrangements for teaching requiring some specialization. Some preparing institutions will make specific provision for the development of a field of specialization in addition to the required background in elementary school subjects. Others will provide a sufficiently large block of electives so that the student may choose either to develop a major in a single field, or to acquire additional depth in more than one of the elementary school curriculum areas.

However organized, the requirements of the curriculum for elementary school teachers shall provide for subject-matter preparation to meet the functional needs of elementary school teachers. The specialized professional portion of the program shall include the study of methods and materials for the various curriculum areas in either separate or integrated studies and experiences. The basic responsibility of the teacher for nurturing and guiding the individual child within a social and academic framework shall be emphasized.

STANDARD I The program shall require study of child growth and development and of the social, emotional, physical, and health characteristics and needs of children.

STANDARD II The program shall require study and experiences in the sociological and the behavioral sciences which emphasize the relation of children to their environment.

STANDARD III The program shall require study of teaching methods and the use of materials to promote the effective pupil language art skills of reading, writing, speaking, and listening.

STANDARD IV The program shall require study designed to develop knowledge in the subject areas normally found in the elementary school curriculum including art, health, mathematics, music, physical education, science, and social studies.

STANDARD V The program shall require study in the use of methods and materials to promote effective student skills in the subject areas normally found in the elementary school curriculum.

STANDARD VI The program shall require study of literature appropriate for children in the elementary grades.

STANDARD VII The program shall require study of the techniques involved in the individualization of instruction, team teaching, and various methods of grouping within a self-contained classroom.

STANDARD VIII The program shall require study in exceptional education.

STANDARD IX The program shall require study to develop skills related to the diagnosis, prescription, and correction of learning difficulties of elementary school children.

STANDARD X The program shall require study designed to develop skills related to working with parents and other adults.

3.5.11 ENGLISH. The following standards pertain to programs for preparing teachers of English. (Adopted 2/17/81)

STANDARD I The program shall require study of language including the following:

A. structure and history of the English language; its phonology, morphology, syntax, and semantics; including traditional and modern grammars

B. various personal, social, and communicative purposes of language, including attention to such factors as social and regional language variation, language for control and management of others such as the rhetoric of politics, advertising

C. basic differences and similiarities in the structural and semantic attributes of written and oral discourse, attendant classical and contemporary rhetorical theories regarding both modes of discourse

D. processes whereby individuals acquire, understand, and use language

E. various social and cultural backgrounds and purposes of language use.

STANDARD II The program shall require study of composition including the following:

A. types and elements of creative and expository writing

B. organizational patterns of expository writing such as comparison and contrast, cause and effect, example, classification, definition, and process

C. rhetorical elements such as unity, coherence, and emphasis; and editorial elements such as usage, punctuation, and spelling

D. research writing, including the use of library research materials.

STANDARD III The program shall require study of literature including the following:

A. a representative body of English, American, and world literature; including adolescent literature, contemporary literature, non-western literature, and the literature of minority groups of the United States

B. literary genres

C. representative works of one or more major writers, including Shakespeare

D. approaches to literary analysis and criticism.

3.5.12 ENGLISH AS A SECOND LANGUAGE. The following standards pertain to programs for preparing teachers of English as a second language.

STANDARD I The program shall require study designed to develop understanding and respect for the students and their cultural setting, and shall require experiences designed to develop an awareness of the importance of community involvement.

STANDARD II The program shall require study of a second language and culture.

STANDARD III The program shall require study in general linguistics and applied linguistics to provide the ability to apply to language teaching an understanding of the differences in the sound systems, forms, structures, and lexicon of English and at least one other language.

STANDARD IV The program shall require study of the nature of language as an essential element of culture and the principal ways in which the culture of English-speaking people differs from other cultures.

STANDARD V The program shall require study of language acquisition as it concerns first and subsequent language learning and factors which influence language learning including age levels and socio-cultural variables in the classroom.

STANDARD VI The program shall require study in language pedagogy including current objectives of the teaching of English as a second language and an understanding of the methods and techniques for attaining these objectives.

STANDARD VII The program shall require study of the principles of testing and the methods of applying the techniques and interpreting the results of second-language assessment.

STANDARD VIII The program shall require study of the the factors which contribute to the life styles of various peoples and which determine both their uniqueness and their interrelationships in a pluralistic society.

STANDARD IX The program shall require demonstrated proficiency in spoken and written English. For non-native speakers of English, the program shall prepare them to be proficient in the following:

A. understanding of lectures, news broadcasts, and conversations in the English language at normal speed

B. speaking with a native speaker of English without making glaring mistakes; speaking with a command of English vocabulary and syntax necessary to express thoughts in conversation at normal speed with reasonably good pronunciation

C. reading with immediate comprehension English prose and verse of average difficulty and mature content

D. writing correctly in English a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

3.5.12 EXCEPTIONAL (HANDICAPPED) CHILDREN. The following standards pertain to programs for preparing teachers of exceptional children at any level--preschool through grade 12. Comprehensive Standards applicable to all areas of special education are designed to prepare an individual to assist mildly and moderately handicapped children enrolled in the regular school and provide a range of educational services excluding those requiring more extensive specialist training, i.e., speech pathology, audiology, and for dealing with severe intellectual, physical, emotional, and learning problems. (Adopted June 18, 1980.)

Specialized standards for communicative disorders, early childhood handicapped, emotionally disturbed, hearing impaired, learning disabilities, mentally retarded, physically handicapped, and visually impaired follow this subsection.

STANDARD I The program shall require demonstrated competence in the selection, administration and interpretation of formal and informal techniques and instruments to assess a child's educational development (academic, social, cognitive, and physical), focusing on normal growth and development and the implications of deviations from these patterns.

STANDARD II The program shall require demonstrated competence in the development, implementation, and evaluation of a variety of sequentially ordered instructional approaches for exceptional children which accommodate their academic, social, cognitive, and physical needs.

STANDARD III The program shall require demonstrated competence in communicating with parents, children, and other professionals relative to the assessment of a child's academic, social, cognitive, and physical functioning and the subsequent planning, development, and implementation of the child's program.

STANDARD IV The program shall require demonstrated competence in (a) describing the characteristics of each exceptionality and their effect on how children learn and (b) planning, implementing, and evaluating individualized educational programs (IEPs) for exceptional children.

STANDARD V The program shall require demonstrated competence in (a) identifying, selecting, and using resource agencies for improving and strengthening the educational program for exceptional children and (b) identifying, selecting, and using commercially and teacher-made media and materials for improving and strengthening programs for exceptional children.

STANDARD VI The program shall require experiences in making appropriate adaptations in the environment, equipment, and/or

devices needed to organize a variety of individual and small group learning activities.

STANDARD VII The program shall require demonstrated competence in the control and management of behavior in the classroom using a variety of techniques based upon behavioral, cognitive, and humanistic psychological theories.

STANDARD VIII The program shall require demonstrated competence in (a) an understanding of national, state, and local laws, policies, and procedures affecting the handicapped; (b) developing a system for organizing and maintaining student records; and (c) developing and maintaining a resource file for planning, implementing, and evaluating programs for exceptional children.

Specialized Standards

The program shall require study and experience designed to develop competence in one or more of the following specialized areas of concentrations:

A. Emotionally Disturbed

STANDARD I The program shall require study of the theoretical bases of counseling and psychotherapy and study of emotional and social problems.

STANDARD II The program shall require study of specific teaching techniques for the diagnosis and remediation of learning problems caused by maldevelopment of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders, and psychoses.

STANDARD III The program shall require study of the role of parents and the influences of the total environment of the student.

STANDARD IV The program shall require study of research in the area of emotional disturbance and closely allied fields.

B. Hearing Impaired

STANDARD I The program shall require study of and experiences in management of students with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods, and materials.

STANDARD II The program shall provide study of audiometry and hearing rehabilitation including studies in hearing problems and testing of hearing.

STANDARD III The program shall require study and experiences in auditory training and speech reading, speech for the acoustically handicapped, sign language, and working with the deaf students.

STANDARD IV The program shall require experiences in observing procedures of diagnosis and case management by qualified clinicians.

STANDARD V The program shall require study and experiences designed to develop therapeutic skills and judgments and to develop the ability to perform therapeutic services under supervision.

C. Mentally Retarded

STANDARD I The program shall require study of the needs of mentally retarded students and of programs and procedures for working with mentally retarded students.

STANDARD II The program shall require study and experiences pertaining to the following:

(a) etiology of mental retardation
(b) characteristics of the mentally retarded and classification and diagnosis of mental retardation
(c) social control and adjustment of the mentally retarded
(d) educational processes of the mildly, moderately, and severely mentally retarded
(e) interpretation of psychological tests
(f) screening and selection of children for class placement
(g) curriculum development, methods, materials, and special teaching techniques
(h) problems related to integration of mentally retarded students into general school organization.

STANDARD III The program shall require study of all levels of mental retardation and allow for emphasis in one or more of these levels.

D. Physically Handicapped

STANDARD I The program shall require study designed to develop the ability to provide learning environments for students who are medically defined as physically handicapped who have other health problems, or who have central system disorders that place them within a definition of chronic conditions.

STANDARD II The program shall require study of the special problems and processes of assessing the physically handicapped with emphasis on the effects that the physical handicap has on the learning processes and the diagnostic procedures to be used.

STANDARD III The program shall require study and experiences designed to develop competencies in curriculum development and special methodologies relative to students who are minimally or multiply handicapped.

E. Visually Impaired

STANDARD I The program shall require study of the anatomy and physiology of the eye and study of the symptoms and the methods of diagnosis of partial vision and total loss of sight.

STANDARD II The program shall require study designed to provide knowledge of local, state, and national facilities for serving the visually handicapped and the blind and knowledge of the provisions available for the partially sighted student.

STANDARD III The program shall require study designed to provide knowledge of common plans of organization and current facilities for serving partially sighted students, and the principles of preparation, selection, and use of instructional materials.

STANDARD IV The program shall require study designed to develop the ability to solve the problems of adaptation of school environments to meet the needs of partially sighted students.

STANDARD V The program shall require study of teaching methods applicable to the special needs and capabilities of partially sighted and blind students, and study and experience in testing programs and interpretations of test results.

F. Learning Disabilities

STANDARD I The program shall require study of learning theory, educational psychology, psychological testing, and diagnosis and correction of learning disabilities.

STANDARD II The program shall require study designed to provide competence in remediation in basic skills, teaching of reading, and curriculum development for students with learning disabilities (such as dyslexia, perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia).

STANDARD III The program shall require study of group dynamics, interviewing and counseling techniques, and community resources.

G. Communicative Disorders

STANDARD I The program shall require study of normal speech, typical and common speech defects, and basic techniques for their prevention and correction.

STANDARD II The program shall require study of the etiology and treatment of the more severe speech deviations such as articulation, stuttering, voice, organic, and symbolization disorders.

STANDARD III The program shall require study of phonetics and language development.

STANDARD IV The program shall require study of physiological, psychological, and social foundations of speech and hearing disorders including anatomy, physiology, and function of auditory and speech mechanisms.

STANDARD V The program shall require study of audiometry, speech reading, and speech for the acoustically impaired.

STANDARD VI The program shall require experiences in observing procedures of diagnosis and case management by qualified correctionists.

STANDARD VII The program shall require supervised experiences designed to develop skills in the use of equipment essential for the conduct of speech correction.

H. Early Childhood Handicapped (Adopted 6/21/79)

STANDARD I The program shall require study of normal growth and development from birth to age eight.

STANDARD II The program shall require study of major handicapping conditions to include: characteristics, etiology, diagnosis, and intervention.

STANDARD III The program shall require experiences in working with students with all types of handicapping conditions.

STANDARD IV The program shall require experiences in identifying and using diagnostic procedures for developing individualized educational programs and instructional plans.

STANDARD V The program shall require experiences in implementing and monitoring individual educational programs.

STANDARD VI The program shall require experiences in communicating with professionals, family, and the community including parent training for working with students in the home.

STANDARD VII The program shall require study of the student in the family setting and the involvement of the family as a resource.

STANDARD VIII The program shall require study of program administration and supervision to include legal requirements, state and local policies, financing, organization, and evaluation strategies.

STANDARD IX The program shall require supervised experiences with young handicapped students with a wide range of handicapping conditions and with varying degrees of severity.

3.5.14 FOREIGN LANGUAGES. The following standards pertain to programs for preparing teachers of foreign languages.

STANDARD I The program shall require study of phonology, conversation, grammar and composition, linguistics (applied to the specific language or applied to foreign languages as a whole) and literature.

STANDARD II The program shall require study and experiences to develop:

A. the ability to understand conversation at normal tempo, lectures, and news broadcasts

B. the ability to converse with a native with a command of vocabulary and syntax sufficient to express thoughts in conversation at normal speed with good pronunciation

C. the ability to read with immediate comprehension prose and verse of average difficulty and mature content

D. the ability to write a simple "free composition" (such as a letter or message) with clarity and correctness in vocabulary, idiom, and syntax

E. an understanding of the differences between the sound systems, forms, structures of the foreign language and English and the ability to apply this understanding to modern foreign language aching

F. an awareness of language as an essential element of culture, and understanding of the principal ways in which the foreign culture differs from our own, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of the foreign country

G. a knowledge of the present-day objectives of foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives

H. a knowledge of the use of specialized techniques, such as educational media, the relation of modern foreign language study to other areas of the curriculum, and the ability to evaluate the professional literature of foreign language teaching.

STANDARD III The program shall require study of the literature, history, geography, and contemporary civilizations of the foreign country or countries.

Note: The preparation of teachers of classical languages will follow the preceding standards except that the emphasis will be on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives.

3.5.15 HEALTH. The following standards pertain to programs for preparing teachers of health. (Adopted 6/25/81.)

STANDARD I The program shall require study of human physiology and anatomy, basic body chemistry, microbiology, genetics, and ecology.

STANDARD II The program shall require study of the behavioral and social sciences pertinent to health.

STANDARD III The program shall require study of personal health and physical fitness including emotional and mental health, nutrition; and emotional, physical, and social health hazards of substances of abuse.

STANDARD IV The program shall require study of communicable, non-communicable, and chronic diseases and of body defenses and immunization.

STANDARD V The program shall require study of decision making skills related to consumer selection of health products and professional services.

STANDARD VI The program shall require study of community and environmental health.

STANDARD VII The program shall require study of the physical and emotional aspects of human sexuality and parenting.

STANDARD VIII The program shall require study of safety, first aid, and emergency care.

STANDARD IX The program shall require study of common physical and mental exceptionalities.

STANDARD X The program shall require study of the development, promotion, implementation, administration, and evaluation of a health education program and cooperative relationships with voluntary, community, and other official health agencies.

H. common physical and mental exceptionalities and degenerative diseases

I. consumer health including the selection of health products and professional services and the evaluation of advertising

J. first aid and emergency care

K. safety including outdoor, water, home, industrial, and traffic

STANDARD V The program shall require study and experiences designed to develop competency in planning, promoting, and implementing a school health environment and cooperative relationships with voluntary, community, and other official health agencies.

3.5.16 HEALTH AND PHYSICAL EDUCATION. The following standards pertain to comprehensive programs for preparing teachers of health and physical education.

STANDARD I The program shall require study designed to develop knowledge and understanding of the aims and objectives of health education and physical education in the schools.

STANDARD II The program shall require study in the sciences designed to provide an understanding of the structure and function of the human body including an understanding of the principles of human physiology and anatomy, basic body chemistry, microbiology, genetics, and ecology.

STANDARD III The program shall require study of the behavioral and social sciences pertinent to health and physical education.

STANDARD IV The program shall require study and experiences designed to develop the skills and the capability to lead students in a wide variety of physical activities such as fundamental motor skills and exercises, gymnastics, individual and dual sports, team sports and games, mass games and activities, rhythms and dance, camping and outdoor recreation.

STANDARD V The program shall require study and experiences designed to develop the competencies needed for organizing, planning, administering, and evaluating a total program of physical education.

STANDARD VI The program shall require study designed to develop an understanding of the following:

A. personal health and physical fitness including basic understanding of the body and its vital organs

B. community and environmental health including sanitation and pollution

C. nutrition including weight control, food fads, and diet supplements

D. emotional and mental health

E. physical, social, and emotional health hazards of drugs, alcohol, and tobacco

F. physical and emotional aspects of sex

G. communicable diseases (including venereal disease), body defenses, and immunication programs

H. common physical and mental exceptionalities and degenerative diseases

I. consumer health including the selection of health products and professional services and the evaluation of advertising

J. first aid and emergency care

K. safety including outdoor, water, home, industrial, and traffic

STANDARD VII The program shall require study and experiences designed to develop competency in planning, promoting, and implementing a school health environment and cooperative relationships with voluntary, community, and other official health agencies.

3.5.17 HOME ECONOMICS. The following standards pertain to programs for preparing teachers of home economics.

STANDARD I The program shall require study of developmental processes of children and family interaction and shall require experiences in observation and involvement with groups of students.

STANDARD II The program shall require study of the numerous factors involved in clothing and textiles which satisfy the needs of individuals and families.

STANDARD III The program shall require study of the importance of making value judgments and decisions about shelter needs, furnishings, and equipment for individuals and families.

STANDARD IV The program shall require study of selecting, planning, preparing, and serving foods according to nutritional needs of various individuals, families, and groups, and shall require experience in those learning activities.

STANDARD V The program shall require study of and experiences in managing individual and family resources to achieve individual and family goals at the various stages of the life cycle.

STANDARD VI The program shall require study of and experiences in occupational home economics

STANDARD VII The program shall utilize interdisciplinary and multi-agency approaches to the preparation of home economics teachers.

STANDARD VIII The program shall require study of interpersonal relationships, cultural patterns, and community diversity related to individuals, families, and society.

3.5.18 INDUSTRIAL ARTS. The following standards pertain to programs for preparing teachers of industrial arts. (Adopted 1/30/78)

STANDARD I The program shall require study designed to develop competency in both general industrial arts and in unit courses in specific subjects within the area.

STANDARD II The program shall require study of the philosophy, principles, and methods of industrial arts used in schools at the elementary, secondary, and adult levels.

STANDARD III The program shall require study of the role of industrial arts in relation to vocational education; technical, trade, and industrial education; and other components of the general school program.

STANDARD IV The program shall require study of the historical development of technology and its present and future impact on man and society.

STANDARD V The program shall require study and experiences designed to develop basic competencies in the industrial arts areas of communications, construction, manufacturing and transportation/power, with a major emphasis in one of the general areas.

STANDARD VI The program shall require study designed to develop knowledge of learning activities concerned with communicating ideas through drawings.

STANDARD VII The program shall require study of the technology involved in the industrial uses of energy including its theory, applications, and control.

STANDARD VIII The program shall require experiences involving tools, materials, and processes used in graphic communications.

STANDARD IX The program shall require study of the technological achievements concerned with the organization of the industrial enterprise; the processes used in manufacturing articles for mass consumption; and the products derived from processing including ceramics, metals, plastics, fibers, woods, and synthetics.

STANDARD X The program shall require study of the technology of power, its sources, generation and transmission, and the use of powered devices and vehicles.

STANDARD XI The program shall require experiences in designing and conducting learning activities in the various aspects of the construction industry.

STANDARD XII The program shall require experiences in designing, constructing, and testing individual projects using tools and materials similar to those used by industry.

STANDARD XIII The program shall require the study of science and mathematics including metrics.

STANDARD XIV The program shall require study of the management of industrial arts programs including budget practices, shop organization, tool maintenance, materials acquisition, record keeping, facility planning, and safety.

STANDARD XV The program shall require a study of the benefits of and procedures for conducting activities of industrial arts student organizations.

STANDARD XVI The program shall require study and experiences in designing and implementing learning activities which make students aware of industrial career opportunities and assist them in making sound vocational choices.

3.5.19 INSTRUCTIONAL PSYCHOLOGY. The following standards pertain to programs for preparing teachers of psychology. (Adopted 2/17/81)

STANDARD I The program shall require study of the history of psychology including major systems and viewpoints.

STANDARD II The program shall require study of the basic principles of psychology as a science including experimental psychology, statistics, measurement, and laboratory experiences.

STANDARD III The program shall require study of the physiological foundations of behavior with an emphasis on the central nervous system and of motivation, emotion, perception, learning, and cognition.

STANDARD IV The program shall require study of the affective foundations of behavior including motivation, emotion, and theories of personality.

STANDARD V The program shall require study of the cognitive foundations of behavior including conditioning, learning, perception, memory, thinking, and language.

STANDARD VI The program shall require study of the social basis of behavior including group dynamics, leadership, conformity, attitude and opinion change, collective and institutional violence, prejudice, racism, sexism, dehumanization, interpersonal attraction, altruism, helping behaviors, and the psychology of ecosystems.

STANDARD VII The program shall require study of the development of behavior including child, adolescent, and life span development.

STANDARD VIII The program shall require study of the concepts of normality and deviance including adjustment, abnormal behavior, therapeutic models, and societal perceptions of normality and deviance.

STANDARD IX The program shall require study and appreciation of ethics in psychology including behavioral control, voluntary aspects of intervention, distress of individuals, deception in experimentation, risk/benefit decisions, and social engineering.

STANDARD X The program shall require study of emerging areas of psychology such as altered states of consciousness, extra-sensory perception, split brain phenomena, and biofeedback.

STANDARD XI The program shall require study of the application of psychology to contemporary life and an appreciation of the contribution of psychology to improving the quality of human life.

3.5.20 LIBRARY MEDIA. The following standards pertain to programs for preparing library media professionals. Programs for the preparation of library media professionals differ in structure and organization. Traditional academic programs in single disciplines such as library, audio-visual, and television are frequently too narrow to serve as the basis for a unified program of preparation of library media personnel.

It is possible in a comprehensive unified program to prepare personnel for either self-contained or open-media centers and also to have sufficient specialization in one media area to prepare them to work within a differentiated media staffing pattern. Some institutions will make specific provisions for the development of an area of specialization in addition to the required educational background preparation. Others will provide a sufficiently large block of electives so that the student may choose either to focus in a single area or to acquire additional preparation in several library media areas.

However organized, the requirements of the curriculum for library media professionals should provide for subject matter, skills, and field experiences adequate in terms of the basic functional needs of media centers at elementary, middle, or secondary school levels. The unified preparation program, therefore, should provide for a minimum set of broad competencies as stated in the following standards:

STANDARD I The program shall require study and experiences designed to develop competency in selection as follows:

A. developing criteria for evaluating and selecting materials and equipment

B. planning and implementing processes, procedures, and policies for the evaluation and selection of materials and equipment

C. utilizing bibliographic aids and tools and other sources to provide current reviews and information about materials and equipment

D. developing a knowledge and understanding of literature for children and young adults

STANDARD II The program shall require study and experiences designed to develop competency in the utilization of media as follows:

A. teaching skills in retrieval and utilization of materials and equipment

B. assisting teachers and students in identifying, obtaining, and adapting media to their specific needs

C. providing reading, listening, and viewing guidance for students, and teachers

D. identifying and utilizing community resources

E. providing specific information and responses to reference requests.

STANDARD III The program shall require study and experiences designed to develop competency in the production of media as follows:

A. designing and producing materials to meet stated learning objectives

B. operating production equipment

C. producing media for specified learning objectives which utiiize the basic principals of design.

STANDARD IV The program shall require study and experiences designed to develop competency in research and evaluation of media programs as follows:

A. developing plans to assess needs and to evaluate the media program

B. applying the principles of research to improve the media program

C. designing, developing, and writing proposals for funds to support the media programs.

STANDARD V The program shall require study and experiences designed to develop competency in the organization of media as follows:

A. establishing and implementing procedures for acquiring, processing, distributing, and maintaining materials and equipment

B. applying and adapting rules and procedures for classifying and cataloging all materials (print and non-print).

STANDARD VI The program shall require study and experiences designed to develop competency in administration, supervision, and management as follows:

A. assessing the current status of the media program in terms of local, state, regional, and national guidelines and establishing short and long range plans

B. initiating and developing policies and procedures for the operation of a media center

C. applying the principles of budgeting and management to the administration of the media program

D. establishing job specifications and applying principles of personnel management

E. participating in the planning, arrangement, utilization, and development of the media program and the instructional program.

STANDARD VII The program shall require study and experiences designed to develop competency in the application of the principles of learning and teaching methodologies as it relates to:

A. determining goals for the media program as an integral part of the educational program of the school

B. participating as a member of the educational team in designing curriculum and the integration of media

C. planning activities and opportunities for increasing independence in learning

C. evaluating media programs as they relate to curriculum needs

E. planning, providing, and evaluating methods and procedures for teaching media skills in a variety of school curricula.

STANDARD VIII The program shall require study and experiences designed to develop leadership ability and professionalism as follows:

A. designing and implementing methods of interpreting media programs to teachers, students, administrators, and others

B. providing the right of access to information for students and teachers within the existing legal framework.

C. participating in local, regional, state, and national professional organizations

D. engaging in self-evaluation to identify the areas of need for continuing education and professional growth.

3.5.21 MATHEMATICS. The following standards pertain to programs for preparing teachers of mathematics. (Adopted 2/17/81)

STANDARD I The program shall require study in and experiences with mathematics including basic mathematics, consumer mathematics, algebra, geometry, trigonometry, analytic geometry, calculus, probability, statistics, etc.

STANDARD II The program shall require experiences in using a suitable computer language to write programs to solve problems and in using computers and calculators in instruction.

STANDARD III The program shall require study of the intellectual and philosophical nature of mathematics, methods of applying mathematics principles to other disciplines, the historical significance of mathematical principles, and the relationship of mathematics through technology to social conditions.

STANDARD IV The program shall require study and experiences designed to develop the ability to identify, solve, and develop problems involving mathematical concepts and principles and use appropriate problem-solving strategies.

STANDARD V The program shall require study and experiences designed to develop the ability to use mathematical terms and symbols and to recognize and construct proofs involving mathematical and logical concepts and principles.

STANDARD VI The program shall require study of and experiences with selection of manipulative devices and use of levels of reasoning to explain mathematical concepts and principles.

STANDARD VII The program shall require study of and experiences with selection and/or creation of mathematical models (linear programming, probability, differential equations, etc.) to solve problems.

STANDARD VIII The program shall require study of and experiences in computational as well as abstract mathematics.

3.5.22 MASTER OF ARTS IN TEACHING. The following standards pertain to programs for preparing teachers who have not completed an undergraduate program in education.

STANDARD I The program shall require study and experiences designed to develop competencies normally acquired in undergraduate teacher education programs meeting these Standards.

STANDARD II The program shall require study at a level of quality for advanced programs.

STANDARD III The program shall require student teaching or supervised internship experiences equivalent to or exceeding those normally required in undergraduate programs.

3.5.23 MUSIC. Standards I through VIII pertain to programs for preparing K-12 teachers of both vocal/choral and instrumental music. Programs directed toward either vocal/choral or instrumental specialization (but not both) must meet Standards I through V and either Standards VI and VII or Standards VIII and IX as appropriate.

STANDARD I The program shall require study of the language and grammar of music.

STANDARD II The program shall require study of the common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, form--and their interaction and experiences in applying these elements in both aural and visual analysis.

STANDARD III The program shall require study and experiences designed to develop the following:

A. basic conducting skills, score reading, and rehearsal techniques

B. ability to compose, arrange, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.

C. ability to guide creative experiences and improvise in an extemporaneous performance

D. proficiency on piano, guitar, or other appropriate keyboard or fretted instruments sufficiently advanced for demonstration and accompaniment

E. advanced ability sufficient to assure accurate and musically expressive performance

F. ability to perform in large ensembles and a variety of small ensembles.

STANDARD IV The program shall require study of music history and literature with emphasis on the relationship of music to other arts and humanities in contemporary and past cultures, and study of the place of compositions in historical and stylistic perspectives.

STANDARD V The program shall require study designed to develop knowledge of a comprehensive music curriculum based upon sound philosophy and an understanding of what music to teach and how to teach it at any level.

STANDARD VI The vocal/choral music program shall require study and experiences designed to develop the following:

A. knowledge of and performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools

B. ability to transpose and improvise accompaniments

C. basic knowledge of vocal/choral problems and strategies and sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique.

STANDARD VII The vocal/choral music program shall require experiences in the following:

A. performing vocally in solo and in emsemble

B. using wind, string, and percussion instruments, which develop the knowledge and skills necessary to conduct instrumental as well as choral ensembles

C. teaching various vocal/choral types of classes such as choruses and general music.

STANDARD VIII The instrumental music program shall require study and experiences designed to develop knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach students in heterogeneous and homogeneous groups.

STANDARD IX The instrumental music program shall require experiences in the following:

A. performing on an instrument in solo and in small and large ensembles

B. using the singing voice as a teaching tool and conducting choral as well as instrumental ensembles

C. teaching instrumental students individually and in small and large groups.

3.5.23A MIDDLE EDUCATION. The following standards pertain to programs for preparing teachers of middle education. (Adopted 6/25/81.)

STANDARD I The program shall require study of the intellectual, physical, psychological, and social characteristics of transescent students.

STANDARD II The program shall require study of the learning styles and patterns of transescent students.

STANDARD III The program shall require study of the teacher's role, curriculum trends, and organizational arrangements in middle education.

STANDARD IV . The program shall require study of the content and the methods of teaching subjects taught in middle education and of integrating the curricular offerings.

3.5.24 PHYSICAL EDUCATION. The following standards pertain to programs for preparing teachers of physical education. (Adopted 6/25/81.)

STANDARD I The program shall require study of the biological sciences pertaining to the structure and function of the human body including the principles of human movement.

STANDARD II The program shall require study of the behavioral and social sciences related to physical education.

STANDARD III The program shall require study designed to develop the skills and the capability to teach students in a wide variety of activities; e.g., perceptual motor learning; fundamental motor skills; lifetime and team sports; movement, rhythms, and dance; aquatics; and outdoor recreational activities.

STANDARD IV The program shall require study of and experiences in organizing, planning, implementing, administering, and evaluating a total program of physical education, including intramural, recreational, and interscholastic activities.

STANDARD V The program shall require study and experience pertaining to selection, purchase, care, and maintenance of facilities, equipment, and supplies.

STANDARD VI The program shall require study of injury prevention, safety procedures, first aid, physical training methods, and legal considerations.

STANDARD VII The program shall require study of the common areas of exceptionality, the state and federal laws dealing with education of the handicapped, and techniques for teaching those handicapped children who may be placed appropriately in regular physical education classes. Such study should also relate to the problems of students who, although not legally classified as handicapped, are unable to succeed in regular physical education classes.

3.5.25 SCHOOL NURSE. The following standards pertain to programs for preparing school nurses.

Standards applicable to the school nurse may or may not require the bachelor's degree depending on individual state requirements. The general and professional education requirements do not apply in this case as the basic preparation is for nursing. School nurses will hold a license as a registered nurse in the state in which the program is approved.

STANDARD I The program shall require study and experiences designed to develop competency in the following:

A. organizing and administering school nursing services including health problems, health concerns and needs of children and youth, responsibilities of the school nurse, student health, appraisal techniques, and the place of the school nurse in the school curriculum

B. organizing, directing, and evaluating basic health examinations such as sight tests and auditory tests

C. understanding mental health including: mental retardation, perceptual handicaps, emotional disorders, health guidance and counseling, and learning problems

D. family case work including analysis of family health and social problems, family intrarelationships, and the types of family services available from community agencies

E. understanding man and his environment including adaptation to technological, cultural, and social change

STANDARD II The program shall require experiences in school nursing including a professionally supervised practicum in a school setting.

3.5.26 SCIENCE. The following standards pertain to programs for preparing teachers of science.

STANDARD I The program shall require study in several fields of science and technology designed to develop the following:

A. knowledge of the processes of science common to the several disciplines

B. understanding of the concepts and principles in several areas of science

C. competency in a specialized field of science.

STANDARD II The program shall require study and experiences designed to develop the ability to illustrate the cultural significance of science, to relate science through technology to social conditions, and to apply the analytical methods of science in multidisciplinary approaches to studying and solving societal problems.

STANDARD III The program shall require study of the intellectual and philosophical nature of science and mathematics.

STANDARD IV The program shall require study in mathematics.

STANDARD V The program shall require experiences in investigating scientific phenomena and in communicating the findings of such investigations to other science educators and to the general public.

STANDARD VI The comprehensive science program shall require study designed to assure knowledge of the basic principles of biology, chemistry, physics, and earth and space science and shall require specialization in one of these areas.

SPECIALIZED STANDARDS

Biology

STANDARD I The program shall require study and experiences emphasizing the actual living materials through laboratory and field experiences which promote investigation, inquiry, and experimental methods.

STANDARD II The program shall require study of the significant biological phenomena as they appear in micro-organisms, plants and animals, and shall require study of the relation of these phenomena to the broad areas of biology.

STANDARD III The program shall require study of the interrelationship of living organisms with their physical and biotic environments.

STANDARD IV The program shall require study of the characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, and systematics.

STANDARD V The program shall require study and experiences emphasizing the relationships of other disciplines to biology, such as chemistry (including introduction to organic and bio-chemistry), physics, paleontology, behavior, and mathematics.

STANDARD VI The program shall require experiences in designing, developing, and evaluating laboratory activities and in using the special skills and techniques with equipment, facilities, and specimens.

Chemistry

STANDARD I The program shall require a systematic and quantitative study of fundamental principles of chemistry, interrelated and illustrated with descriptive and historical material.

STANDARD II The program shall require study of organic, inorganic, analytical, and physical chemistry.

STANDARD III The program shall require study of physics, biology, and mathematics including a working knowledge of calculus.

STANDARD IV The program shall require study and experiences designed to develop the laboratory skills necessary to prepare experiments and demonstrations.

Earth and Space Science

STANDARD I The program shall require study of mathematics and the basic sciences (biology, chemistry, and physics), and a specialization in one of the earth and space sciences (astronomy, geology, meteorology and/or oceanography) with supporting work in the other three.

STANDARD II The program shall require study designed to develop the ability to view and present earth science as an interdisciplinary science involving the study of the lithosphere, atmosphere, and hydrosphere and their relationship to man's environment.

STANDARD III The program shall require experiences assuring a mastery of technique in using the local environment as a laboratory in addition to laboratory demonstrations, experimentation, and research.

General Science

STANDARD I The program shall require study of the basic principles of biology, chemistry, physics, and earth and space science with a specialization in one of the disciplines.

STANDARD II The program shall require study of the interrelationships among the sciences and the history and philosophy of science.

STANDARD III The program shall require experiences in the use of teaching aids and laboratory equipment of all science fields.

Physical Science

STANDARD I The program shall require study in chemistry and physics which provides for a balance between the two disciplines.

STANDARD II The program shall require study in at least three of the following disciplines: astronomy, biology, geology, meteorology, and physical geography.

STANDARD III The program shall require study of calculus.

STANDARD IV The program shall require laboratory experience in chemistry and physics as well as in one other science.

STANDARD V The program shall require study designed to develop an understanding of the integration of the physical sciences and the implications of the various sciences for contemporary society.

Physics

STANDARD I The program shall require systematic and quantitative study of the fundamental topics of physics, interrelated and illustrated with descriptive and historical material.

STANDARD II The program shall require concurrent study of mathematics and physics.

STANDARD III The program shall require study of the basic principles of the physics areas of classical, atomic, and nuclear physics.

STANDARD IV The program shall require study of biology, chemistry, and mathematics including an introduction to differential equations.

STANDARD V The program shall require experiences designed to develop laboratory skills necessary to prepare and evaluate laboratory activities and to provide for the proper maintenance of equipment.

3.5.27 SOCIAL STUDIES. The following standards pertain to programs for preparing teachers of social studies.

The curriculum for the preparation of social studies teachers has as its general objective the attainment of a broad understanding of human society and the environmental and cultural factors which shape and condition human life. Insight into the complexities of modern society requires knowledge and understanding of all the social studies.

The social studies program usually follows one of two patterns. The program may follow the subject major pattern emphasizing one or more areas of the social studies, supplemented by work in cognate areas, or it may follow the comprehensive-major pattern, embracing a broad base of social studies including history; sociology and cultural anthropology; government; economics; and geography; with a specialization in one field. Curriculums leading to a certificate in a discrete subject (history, political science, et al) must meet the appropriate section of Standard I and also Standards II through V

STANDARD I The program shall require study and experiences in the social studies:

A. History: Origin and historical development of various cultures throughout the world; interplay of physical, economic, political, and social forces in the shaping of world civilization; meaning of the American heritage; and the economic, political, and social background of contemporary American life in a world setting.

B. Political Science: Nature of government in modern society as a supplier of service, the embodiment of values, and the arbiter of interest and conflict; principles and practices of the national, state, and local units of American government as compared with other forms of government; and appreciation of democracy not only as a form of government, but also as a conviction based on moral principles and a philosophy of life.

C. Economics: Principles and processes underlying current problems and practices in various economic systems; application of social controls to economics and the regulation of economic controls by government.

D. Sociology and Cultural Anthropology: Diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values; nature of great social upheavals now taking place in various parts of the world; and major social problems of American society.

E. Geography: The earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power; more efficient use of natural resources on a global scale.

STANDARD II The program shall require study of conditions which illustrate the possibilities for interdisciplinary cooperation and reciprocal reinforcement among the various social studies.

STANDARD III The program shall require study of the structure, key concepts, methodology, and generalizations in the various social studies.

STANDARD IV The program shall require study and experiences designed to develop knowledge of the contributions and roles of racial, ethnic, and religious groups.

STANDARD V The program shall require study of current affairs including controversial issues.

3.5.28 SPEECH. The following standards pertain to programs for preparing teachers of speech. (Adopted 1/30/78)

STANDARD I The program shall require study of basic communication concepts including:

A. various theories of communication and their application to a variety of communicative acts

B. function of the individual as an initiator and receiver of communication

C. language acquisition and development along with fundamental attendant sociolinguistic and psycholinguistic factors which impinge on the communication situation

D. context variables such as setting, purpose, audience, and subject, and their impact upon communicative acts.

STANDARD II The program shall require study of various media of communication including:

A. the changing nature of media as a result of technological and social development

B. the way different media enable and constrain communication, i.e., effects upon participants in the communicative act, strengths and limitations of various media (radio, television, film, print, direct person to person, etc.)

C. consideration of various communication genre, e.g., television news, documentary, and editorial reporting.

STANDARD III The program shall require study of critical skills associated with communicative arts including:

A. critical stances--their description and differentiation, e.g., comparison, motive, and form

B. characterization of the relationship between the critic and the critical object

C. identification of the social value of criticism

D. application of the various critical stances to a variety of communicative acts.

STANDARD IV The program shall require study of responsible communication including consideration of the following:

A. philosophies of communication which assign central importance to ethical consciousness

B. concepts of free speech, fairness, objectivity and their impact upon communicative acts.

STANDARD V The program shall require study and experiences designed to develop the ability to use practical communication skills related to academic offerings and to selected co-curricular activities.

A. Academic--public speaking, oral interpretation, group decision making, television, radio, film, print, interpersonal communication, and organizational communication.

B. Co-curricular--directing student experiences in areas such as debate, forensics, radio management, and film society.

3.5.29 VOCATIONAL EDUCATION. Vocational education includes a variety of programs for teachers of occupational areas not normally provided for under established programs included elsewhere in this document. Teacher preparation for many such occupational areas may not require the baccalaureate degree as a prerequisite for beginning teaching in such areas. The Basic Principles and Standards (Purposes and Objectives, Organization and Administration and Student Personnel Program) which are applicable to the other teacher education programs are applicable here.

Due to the nature of this program, admission to the instruction and to the program of teacher education is simultaneous and will have common requirements. Competency in the appropriate occupational field is frequently a prerequisite for admission into an occupational education program. When the student is admitted to the occupational education program without appropriate occupational training and/or work experience, the institution must arrange such vocational training and/or supervised work experience as part of the program.

The general education requirements shall be based on studies which include the humanities, mathematics, natural sciences, social studies, and behavioral sciences and shall be designed to acquaint the learner with the areas of human experience to which he has not yet been exposed.

The professional education program in occupational areas shall allow for necessary modification from the requirements described in this publication. When vocational teachers begin to teach without student teaching, it is essential that their programs include on-the-job supervision by the preparing institution during the first year of teaching.

3.6 Programs for Teachers Developing Qualifications in Additional Fields. These programs are designed for teachers holding at least an initial regular teaching certificate who desire to develop competencies in a different teaching field. The programs are designed to produce competencies at least equivalent to those developed by programs approved as meeting the standards for basic programs in the teaching field as outlined in the preceding standards in this chapter. When necessary, laboratory experiences shall be provided under the jurisdiction of the preparing institution.

Chapter IV

CURRICULUM PRINCIPLES AND STANDARDS: ADVANCED PROGRAMS

4.1 Program Development, Planning, and Patterns. This chapter deals with standards for the wide variety of programs of post-baccalaureate study, including advanced study for classroom teachers, administrators, supervisors, and other educational specialists.

STANDARD I Responsibility for assuring the quality of the various programs of advanced study in education within an institution shall be centralized and vested in a single specifically designated administrative unit. Although aspects of this responsibility may be shared with appropriate units or committees, responsibility shall be unified, specific, widely understood, and generally accessible. The assurance of the quality of programs is the essential value involved.

The provisions for communication, cooperation, and deliberate coordination shall be clear in institutions operating several programs. Data shall be available to indicate the objectives being served, the unique and cooperative program provisions, and the means of program evaluation. Furthermore, evidence concerning such evaluation shall be accessible. Those institutions offering both graduate and undergraduate programs shall maintain consistency in philosophy, principles, and objectives upon which teacher education programs are based.

The state legal agency is responsible for stimulating the development of objectives by all concerned, for developing legal policies, and for evolving and carrying out appropriate procedures for accrediting institutions and certifying professional school personnel. The institutions shall be responsbile for designing actual programs within the meaning and scope of such objectives and policies.

STANDARD II All programs shall include the following common development and planning areas:

A. Program objectives shall be stated specifically and an outline of each program shall be published giving evidence of the provision for achieving the objectives of the program. When two or more related kinds of student objectives are served within the broad program, the provisions for achieving each shall be made clear.

B. Both specialization and advanced study require scholarship beyond that achieved in general or undergraduate education. Each program shall provide for maintaining quality of this scholarship.

C. Programs shall provide breadth of coverage to enable the student to develop supporting and related competencies and insights in addition to a major emphasis.

D. Each advanced study and specialization program shall be supported by adequate resources of staff, equipment, special facilities, library, and general institutional backing to provide maximum quality in each program.

E. Curriculum designed for the development of initial competence in teaching or in an area of educational specialization shall include a program of supervised practical experience. These experiences shall be designed both to develop competency and to serve as a basis for evaluating performance. Adequate time for both on-campus and off-campus experiences shall be provided.

F. Each program shall have sufficient flexibility to permit adaptation to the individual backgrounds and objectives of the students.

G. Institutions shall be responsible to the state certification agency for evaluating and recommending their graduate students with reference to their special competencies in terms of specific program objectives.

STANDARD III The institution shall provide administrative policies and procedures for governing each program which include the following:

A. an advisory system for advanced study programs which reflects attention to individual student potentialities, utilizes all instructional resources, and recognizes the rapid growth of knowledge.

B. selective admission and retention procedures to maintain a quality of students in each program appropriate to its objectives

C. student evaluation and degree requirements supporting the admission and selective retention procedures in harmony with program objectives which exceed general institutional requirements.

D. program evaluation procedures assuring continued professional appraisal and improvement

E. residence requirements academically appropriate to the objectives of the programs

F. internal provisions giving evidence of harmony between objectives and prerequisites, to the effect that such prerequisites and program provisions together shall form a consistent and interrelated whole.

4.2 Advanced Programs for Teachers Holding Initial Regular Certificates. These mastery programs in teaching are designed for persons who possess initial regular elementary, secondary, or upgraded subject certificates. Admission to such programs are open to persons who possess the initial regular teaching certificate in the teaching field. The emphasis, in both content and rigor, should be on advanced study. Content shall provide for breadth in the field, for the detailed study of one or more specialized aspect of the field, and for access to new research and developments. This applies to programs in subject fields and/or professional education.

4.3 Specific Programs for Supervisory and Administrative Specializations. The following standards pertain to advanced programs for preparing supervisors of instruction, principals, and school superintendents.

4.3.1 SUPERVISORS. The following standards pertain to advanced programs for preparing school supervisors.

STANDARD I The program shall require as a criterion for admission, professional experience in the schools.

STANDARD II The program shall require study of the role of the school in society including emphasis on the need to focus the resources of the school on recognized social concerns.

STANDARD III The program shall require study of recent research developments in the area to be supervised.

STANDARD IV The program shall require study of principles and practices in curriculum development and methods of interpreting them to others.

STANDARD V The program shall require study of learning theory and its application to the improvement of instruction.

STANDARD VI The program shall require study of school supervision with emphasis on the individual and on group processes.

STANDARD VII The program shall require study designed to facilitate the acquisition of those competencies needed for effective supervision and shall include supervised experiences in schools to provide opportunities as follows:

A. to observe how supervisors discharge supervisory duties

B. to gain knowledge of essentials in school supervision

C. to acquire theoretical understandings of school supervisory practices

D. to develop knowledge in school organization and essentials of coordination of various aspects of the school program.

E. to acquire supervisory competence through practice assessed by administrative or supervisory personnel.

4.3.2 SCHOOL PRINCIPALS. The following standards pertain to advanced programs for preparing school principals.

STANDARD I The program shall require as a criterion for admission, professional experience in the schools.

STANDARD II The program shall require study of the role of the school in society including emphasis on the need to focus the resources of the school on recognized social concerns.

STANDARD III The program shall require study and experiences designed to develop:

A. knowledge of a broad range of learning experiences and an understanding of the interrelationships involved

B. administrative and supervisory knowledge and skills

C. knowledge and skills related to group dynamics and curricular improvements

D. understanding of the particular rights, responsibilities, and ethics inherent in professional service

E. knowledge and skills related to school-community relations

F. ability to conceptualize the interrelationship of the various disciplines

G. knowledge of school law

H. competence in research and development with specific application to school programs and administration.

STANDARD IV The program shall require study and experiences designed to develop the human relations skills and insights necessary for effective selection and continuing development of personnel.

STANDARD V The program shall require study of learning theory and its application to the improvement of instruction.

4.3.3 SCHOOL SUPERINTENDENTS. The following standards pertain to advanced programs for preparing school superintendents.

STANDARD I The program shall require, as a criterion for admission, professional experience in the schools.

STANDARD II The program shall require study and experiences designed to develop competency in administration of educational programs, funds and facilities, personnel, and staff development.

STANDARD III The program shall require study of administrative processes including discovering, diagnosing, goal setting, planning, decision making, establishing priorities, organizing, delegating, communicating, and evaluating.

STANDARD IV The program shall require study of the role of the school in society including emphasis on the need to focus the resources of the school on recognized social concerns.

STANDARD V The program shall require study and experiences designed to develop the human relations skills and insights necessary for effective selection and continuing development of all school personnel.

STANDARD VI The program shall require study of the following:

A. psychology of learning

B. curriculum development

C. school organization and operation

D. personnel supervision

E. school board relationships, school law, professional personnel responsibilities, negotiations, school finance, and public relations

F. related social and behavioral sciences

STANDARD VII The program shall require study and experiences designed to develop competency in research and development with specific applications to school programs and school administration.

STANDARD VIII The program shall require study and experiences designed to develop competency in assessing and accommodating school-community needs.

4.4 Specific Programs for Service Specializations. The following standards pertain to advanced programs for preparing school counselors, instructional media specialists, school psychologists, school social workers, and other educational specialists. (Adopted 2/20/79)

4.4.1 SCHOOL COUNSELORS. The following standards pertain to advanced programs for preparing school counselors.

STANDARD I The program shall require study of the philosophy, organization, and professional activities related to the practice of school counseling.

STANDARD II The program shall require study and experiences designed to develop a knowledge of referral agencies and other services outside the school setting.

STANDARD III The program shall require study of the individual, including the dynamics of human behavior.

STANDARD IV The program shall require study of educational philosophies and school curriculum patterns.

STANDARD V The program shall require study of family relationships, societal forces, and cultural changes with particular reference to sex-equity and socio-economic, ethnic, and racial groups.

STANDARD VI The program shall require study and experiences designed to develop competency in interpreting aptitude, interest, and educational assessment.

STANDARD VII The program shall require study and experiences designed to develop competency in assisting students to acquire decision-making skills related to career planning (vocational and educational) and related to personal and social matters.

STANDARD VIII The program shall require study and experiences designed to develop competency in individual and group counseling, group processes, and placement and follow-up.

STANDARD IX The program shall require supervised experiences in a school setting to provide opportunity in the following:

A. practicing guidance and counseling methods and techniques

B. observing how the duties of a school counselor are discharged

C. performing the duties of a school counselor.

STANDARD X A K-12 program shall require study and experiences in school counseling at both elementary and secondary school levels.

4.4.2 SCHOOL PSYCHOLOGISTS. The following standards pertain to advanced programs for preparing school psychologists.

STANDARD I The program shall require study and experiences designed to develop knowledge of the organization, administration, and operation of elementary and secondary schools; the major roles of personnel employed in public schools; and curriculum development at all grade levels.

STANDARD II The program shall require study and experiences designed to develop competency in psychological and psychoeducational assessment; in individual and group prescriptive programming procedures, reporting, consulting, and counseling; and in conducting and interpreting research.

STANDARD III The program shall require supervised laboratory and clinical practicums in a school system. In addition, the program shall require a sustained internship experience (or its equivalent) in a school system.

4.4.3 SCHOOL SOCIAL WORKERS. The following standards pertain to advanced programs for preparing school social workers. (Adopted 2/20/79)

STANDARD I The program shall require study and experiences designed to develop an understanding of the role and function of the school social worker including relationships with other professional school personnel and community organizations and agencies.

STANDARD II The program shall require experiences in the following:

A. social and emotional assessment

B. counseling and consultation

C. social case work

D. social group work

E. family dynamics

F. school staff cooperation and communication

G. community resources and social work agencies

STANDARD III The program shall require study and experiences designed to develop knowledge of school curriculum, curriculum development, and educational supervision; and knowledge of school law and legal provisions pertaining to child welfare; and knowledge of the relationship of the school and the community.

STANDARD IV The program shall require experiences in the development of social work techniques as they relate to the growth and development of all children with emphasis on facilitating the affective domain of education and the learning process.

STANDARD V The program shall require study and experiences designed to develop knowledge pertaining to the cause and effects of stress, disability, disease, deprivation, neglect, and abuse on human behavior and development.

STANDARD VI The program shall require a supervised practicum in a school social work program to provide for the following:

A. observation of school social workers as they discharge their duties

B. identification of school social worker relationships with parents and with the school organization

C. self-evaluation as a school social worker through carefully assessed practice.

STANDARD VII The program shall require experiences designed to develop competence in both conducting and interpreting research with specific application to community, family, and student problems confronting the school social worker.

STANDARD VIII The program shall require study and experiences designed to develop knowledge and understanding of the school as a major institution of our society with emphasis on the role of the social worker as it relates to skills in organizational development, conflict management and resolution, change agent role, and systems analysis.

4.4.4 Programs for Other Educational Specialists. The following standards pertain to programs for preparing other school specialists.

STANDARD I The program shall require the study of major developments in the fields of knowledge concerned.

STANDARD II The program shall require the study of the principles and developments pertaining to the learner and the learning process, with specific application to the specialty involved.

STANDARD III The program shall require study and experiences designed to develop a sensitivity to developments affecting the role of the school in society.

STANDARD IV The program shall require study of curriculum development; supervision; and school administration, with particular reference to the specialty involved.

STANDARD V The program shall require study of the principles and developments affecting the specialty and a competence in the professional discharge of the responsibilities including:

A. role and concepts

B. special techniques

C. organization and administration

D. cooperative relationships

STANDARD VI The program shall require supervised laboratory experiences which include opportunities for the following:

A. observing how the duties of such specialists are discharged

B. identifying the essentials in successful promotion of the particular specialization under consideration

C. acquiring theoretical understanding of successful practices in the specialization under study

D. recognizing important aspects of the school program related to the particular specialization

E. acquiring the requisite competencies through carefully assessed practice.

4.4.4.1 READING SPECIALISTS. The following standards pertain to advanced college programs for the preparation of reading specialists. (Adopted 2/20/79)

STANDARD I The program shall require study of the learner and of the learning process, with specific application to reading.

STANDARD II The program shall require experiences designed to develop the ability to work effectively with students in developing reading skills and in diagnosing and correcting reading disabilities.

STANDARD III The program shall require study and experiences designed to develop skills in diagnosis of reading problems of exceptional students and in designing appropriate instruction.

STANDARD IV The program shall require study and experiences designed to develop competency in using a variety of techniques and materials in reading instruction.

STANDARD V The program shall require a supervised practicum in a school setting in developmental, corrective, and remedial reading instruction.

STANDARD VI The program shall require study of language arts including oral and written language development and use.

STANDARD VII The program shall require study and experiences designed to develop knowledge of the reading specialist's role in relation to the following:

A. developing staff understanding and support of the reading program including the role of the content teacher in reading instruction

B. organizing and developing community support for a reading program

C. organizing, managing, and evaluating a reading program for all students.

Chapter V

INNOVATIVE AND EXPERIMENTAL PROGRAMS

The standards contained in this chapter have been prepared to emphasize the importance which the National Association of State Directors of Teacher Education and Certification places on the continuous development of new programs for the preparation of school personnel. The Association unequivocally supports the position that innovative and experimental programs of teacher education must be encouraged. However, it does not support the idea that innovative and experimental programs that are ill-conceived, poorly designed, weakly administered, or grossly lacking in evaluative criteria should receive the approval of any state education agency. Consequently, the standards which follow have been designed to create an awareness on the parts of both the program developers and the accrediting agencies of the concerns which must be considered in the development, approval, and implementation of innovative and experimental programs.

5.1 Types of Programs. All types of programs may be considered under the rubic of "innovative and experimental programs." Some examples are:

5.1.1 New Approaches. Programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel.

5.1.2 New Positions. Programs designed to prepare school personnel for new types of positions that are emerging on the education scene.

5.1.3 Special Needs. Programs designed to meet the special needs of particular segments of our society such as:

A. urban education
B. correctional education
C. bilingual education
D. education of socio-economically disadvantaged, rural and urban
E. minority group education
F. adult education

5.1.4 Specific Curricular Areas. Programs designed for specific curricular areas for which recognized standards have not been developed such as:

A. career education
B. environmental education
C. drug abuse education
D. aerospace education

5.2 Standards.

STANDARD I A clear statement justifying the request for the approval of an experimental or innovative program shall be provided and it shall include the assumptions, rationale, and objectives on which the proposed program is based.

STANDARD II Each program shall be based upon a statement of the purpose and objectives of teaching in this area of the public school curriculum and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall be prepared cooperatively by the agencies concerned with teacher education, shall be based on analyses of current practices and trends in this field of the public school curriculum, and shall be available in writing.

STANDARD III Each program shall include a clearly formulated statement of the competencies needed by teachers in this area of the public school curriculum. These competencies shall include the required attitudes, knowledges, understandings, and skills and also the degree of expertise necessary for the beginning teacher. This statement of competencies shall be available in writing, and shall be based upon the statement developed in the preceding standards regarding the objectives and program of the school.

STANDARD IV The administrative structure of the program shall be such that responsibility for the program is vested in the preparing institution. Institutions which accept responsibility for the education of teachers shall establish and designate the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to such programs.

STANDARD V The experimental program shall include a description of the process by which the personnel will be prepared, provision for keeping records of the students' progress in the program, and arrangements for systematic review of the process at stated intervals by both institution and the state education agency.

STANDARD VI The program shall be supported by identified human and physical resources. The continuing availability of the resources shall be assured for the duration of the program.

Any resources not under the control of the teacher education institution shall be outlined and confirmed by the controlling agency.

STANDARD VII The innovative-experimental program shall include a timetable which sets forth the starting and terminal dates. This should include:

A. the sequence of activities that will occur

B. the anticipated schedule of evaluative check points

C. the identification of competencies or other changes at selected intervals in the program

The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and to the state education agency.

STANDARD VIII The experimental program shall provide for continuing evaluation with definite provisions for performance criteria and for follow-up at specified intervals. The evaluation plan shall include definition and specification of the kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas in the program that need strengthening and to suggest new directions for program development.

Chapter VI

STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS

The standards provided in this chapter emphasize the importance the National Association of State Directors of Teacher Education and Certification attaches to the key characteristics of competency-based or performance-based teacher preparation. The Association supports the position that the design-development and the implementation of well-planned competency-based or performance-based teacher education programs should be encouraged. Competency-based or performance-based teacher education programs need not be designated as "innovative or experimental" by institutions. The Association recognizing the latitude presently used in defining teacher preparation programs as competency-based or performance-based, believes it is important to specify standards for such programs in order to: (1) deal with emerging definitional issues and problems and (2) effectively conduct interstate relations in matters of teacher education and certification. Consequently, the standards which follow are intended to apply to all competency-based and performance-based teacher education programs so recognized and reported by the respective state education agency irrespective of whether the institution of higher education offering such programs or the state education agency approving such programs, view the programs as "regular" or as "innovative and experimental."

STANDARD I For each preparation program the institution shall develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the General Standards (3.4) and Specific Standards (3.5) of Chapter III.

STANDARD II The institution shall provide a program design (1) relating the competencies (cited in Standard I above) to modules, subcourses or courses, (2) listing the learning activities involved, and (3) specifying the assessment techniques used to verify the attainment of these competencies.

STANDARD III To determine program effectiveness, the institution shall formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment should be the basis for continuous program development.

STANDARD IV The institution's performance in the developing and verifying a candidate's role competency and in collecting and using follow-up data shall be determined by an on-site evaluation team designated by the state education agency.

APPENDIX A

NASDTEC STANDARDS REVISION PROCEDURE

Adopted June 18, 1980

In an effort to be more systematic in its review of the Standards, the NASDTEC Standards Committee has adopted a procedure whereby approximately twenty percent of the sets of standards contained in this document will be reviewed each year, thereby assuring that all standards will have been reviewed at the end of a five-year period. In initiating this procedure, the chairperson of the Standards Committee will notify all State Directors of Teacher Education and Certification and appropriate learned societies and national professional associations that the particular standards are being reviewed for possible revision and that their suggestions are being solicited. The Standards Committee Chairperson will transmit to each person contacted a copy of the current standards which are being reviewed.

The Standards Committee will consider the input received and if a decision is made to undertake revision, the following procedural steps will be taken:

1. A member of the Standards Committee is assigned to provide leadership and follow through on the proposed revision until it has been adopted or rejected by the NASDTEC Membership.

2. Using the suggestions received from the initial contact, the designated Committee member develops a first draft of the proposed standards revision and submits it to the full Committee for reaction.

3. A second draft as revised by the Committee is mailed by the Chairperson to State Directors, learned societies, and professional associations for further suggestions.

4. The Standards Committee reviews and discusses reactions to the second draft, makes "final" changes, and prepares a third draft which is submitted to the Executive Committee with the request that it be included on the agenda for action at the next regular meeting; at this time, the Standards Committee also sends the third draft to all members of NASDTEC for review in preparation for their action.

5. The Standards Committee Chairperson circulates the revised standards to all parties concerned if approved by the general membership.

Development and adoption of a new standard will follow a similar pattern of procedure following the obtaining of initial reaction from the field.

APPENDIX B

NASDTEC Position Statement:
Approval/Accreditation of Programs
to Prepare Professional Educational Personnel

Adopted February 3, 1976
St. Louis, Missouri

Each state has the exclusive legal responsibility for the quality and content of professional preparation/certification programs in that state. This responsibility may be vested in or shared by the State Education Agency, a State Standards Commission, or a State Board of Education. Regardless of title, the state agency is the only legally accountable agency in matters concerning approval/accreditation of programs. The individual state cannot abrogate its legal responsibility; nor should any state ignore its obligation to protect the "public interest" and the independence and integrity of the state and its institutions.

The issue of state prerogatives and independence often arises when national or regional accreditation is considered. It is important, therefore, that each state examine and affirm its policy concerning approval/accreditation standards and procedures. National and regional standards facilitate interstate reciprocity and contribute to quality control; however, they can also stifle differences and hamper creative programming as well as infringe upon the authority of the state. The challenge and concern is to maintain the state's prerogatives and independent identity while permitting program uniqueness, encouraging flexibility, ensuring quality, and providing a basis for reciprocity.

The authority of regional and national accrediting associations with respect to professional preparation exists to the extent each state and its institutions subscribe to or grant recognition to such voluntary associations. Given the state's legal authority and responsibility, it is imperative that certain principles serve as guidelines as states work with regional and national accrediting associations:

1. NASDTEC must play a vital role in (a) offering each state guidelines for procedures and standards relevant to program approval/accreditation; (b) providing a key liaison and communication link with various teacher education organizations and regional and national accrediting associations; and (c) serving as an advocate to ensure that each state exercise its prerogatives and independence in matters related to program approval/accreditation.

2. State accreditation/approval standards take precedence over regional or national standards because the state is the single agency having authority, responsibility, and accountability.

3. Each state takes the initiative and asserts its authority in matters related to program approval and accreditation.

4. The state and voluntary regional and national accrediting associations collaborate/cooperate in establishing and implementing procedures and "standards."

5. Each approval/accreditation agency--state, regional, or national--examines how its activities, standards, and purposes relate to those of other agencies and determines how each might complement the other rather than compete with the other.

6. Regional and national accrediting associations consider state approval/accreditation standards and processes and, as appropriate, incorporate such standards in regional and national standards.

7. If a given state elects to carry out its program approval activity in conjunction with a regional or national accrediting organization, the state maintains its independence, authority, and responsibility in decisions concerning state approval/accreditation.

8. The standards of any regional or national accrediting association, including NASDTEC, serve as guidelines or referents for individual states, not as mandates.